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ABSTRACT

The manual presents the framework of the Student Support Team (SST), an approach involving two or more professionals who develop alternative instructional strategies for students in lieu of special education placement. General considerations are offered for classroom management, curriculum adaptations, and adaptations for the visually and hearing impaired. Guidelines then follow for the following topic areas: behavioral skills (e.g., management of aggression, attention seeking, and impulsivity); reading skills (e.g., basic sight words, content area reading); writing skills (e.g., problems in expression and spelling); organizational skills (e.g., following directions, sequencing, study skills); listening and speaking skills (e.g., verbal expression skills); problem solving skills (e.g., directionality, temporal relationships); and speech/language suggestions (e.g., articulation, stuttering, tips for parents). A final section offers additional assistance on textbook adaptations. (CL)

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ALTERNATIVE STRATEGIES FOR THE PROBLEM LEARNER
STUDENT SUPPORT TEAM STRATEGIES MANUAL

A HANDBOOK COLLECTED AND ADAPTED BY
THE GEORGIA LEARNING RESOURCES NETWORK

U.S. DEPARTMENT OF EDUCATION
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AND RETURN THIS FORM TO:

GLRS/Child Serve
SST Manual Committee
1532 Fifth Avenue, Room #28
Columbus, Georgia 31901

Name _____

Position _____ (i.e. regular classroom teacher, special education teacher, principal, counselor, etc.)

County _____ Phone _____

Address _____

_____

_____

Did you find this manual useful to:

yes	no	
_____	_____	Student Support Team members
_____	_____	Special education teachers
_____	_____	Regular education teachers
_____	_____	Counselors
_____	_____	Administrative personnel
_____	_____	Other _____
_____	_____	_____

What changes would you recommend for future revisions? _____

_____

_____

What do you consider to be the most useful aspects of this manual? _____

_____

_____

INTRODUCTION

In the Fall of 1984, several commitments were undertaken by the Georgia Department of Education as a result of the NAACP vs. the State of Georgia. A portion of the commitment dealt with the establishment of "Student Study" or "Student Support Teams."

Since that time there has been an ongoing request for training and information to assist these teams in their efforts to design alternative strategies for students in the regular classroom. GLRS and Child Serve volunteers organized a special task force to develop a strategies manual. This manual was designed especially for Student Support Teams to help classroom teachers in planning alternative strategies for students who are experiencing academic, speech, or behavioral problems. A special section is provided for high school teachers.

Strategies given are not inclusive of all possible strategies, they are not intended as a panacea for all problem areas, and not all strategies will work equally well when applied to various students. Implementation and timelines for use of the selected strategies will also vary according to the needs of the individual student. Strategies included in this manual will hopefully direct the teacher's thoughts toward developing his/her own creative methods.

We want to thank the GLRS and Child Serve members who have worked so hard to develop this manual:

Cathy Webb, Chairperson
Child Serve
West Georgia GLRS

Nancy Gregory
GLRS
South Central Center

Lynn Taylor
Child Serve
South Georgia GLRS

Ann Considine
Child Serve
Coast Area GLRS

*Jim Carson
GLRS
North Central Center

* A special thanks to Jim Carson and the team of teachers from Cherokee County who provided the original guide and format for this manual.

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I. THE SST PROCESS

GEORGIA DEPARTMENT OF EDUCATION
STUDENT SUPPORT TEAM
October 10, 1984

1. What is a Student Support Team?

   A Student Support Team is "two or more professionals assigned to identify, plan, and recommend alternative instructional strategies for a given student prior to or in lieu of placement in a special education program."

2. What are the duties of the Student Support Team?

   The Student Support Team meets one or more times to review and consider all available information about individual students who are having behavioral or academic difficulty in school. It should explore and recommend (where appropriate) alternative instructional strategies prior to referral to special education. Activities of the Student Support Team should be documented in writing.

3. Are Student Support Teams a Special Education function?

   No. Special education staff members may be involved at the discretion of the local superintendent.

4. What strategies should the Student Support Team recommend?

   A wide range of alternative instructional strategies might be explored. The following examples are the kinds of suggestions that the Student Support Team might wish to recommend.

   a. provide alternative instructional methods/materials
   b. restructure/abbreviate assignments
   c. provide extra repetition
   d. try a behavior modification checklist/contract
   e. seek help of specialist, school psychologist as a resource
   f. conduct teacher-parent conference
   g. placement in another class
   h. services of the State Compensatory Education Program
   i. services of the Chapter II Program
   j. services of the Chapter I Program (if eligible)

5. Who should be a member of the Student Support Team?

   The Student Support Team should include the referring teacher and a person who is knowledgeable about options that are available in the system. Other participants may be selected from the following: (1) principal, (2) general education teacher, (3) counselor, (4) lead teacher, (5) school psychologist, (6) subject area specialist, and (7) special education teacher.

6. How often should the Student Support Team meet?

   This depends upon the number and nature of referrals.

7. What kind of records should the Student Support Team maintain?

   Names of participants, dates of meetings, alternatives considered and final action.

8. Is additional assessment required as a part of the Student Support Team process?

   No. Existing student records should be thoroughly reviewed. The Student Support Team may recommend additional assessment.

9. Should parents participate in the Student Support Team process?

   No. However, this can be done at the discretion of the superintendent.

10. Does a referral to the Student Support Team constitute student referral for Special Education?

    No! The Student Support Team referral must occur prior to special education referral except in emergency situations.

11. Must the Student Support Team process be utilized with all students?

    No.

12. Does every student currently in special education have to go through a Student Support Team?

    Every special education student must have an eligibility report on file by the end of the 1984-85 school year, but only those students identified as having learning or behavioral problems after September 30, 1984, should go through the Student Support Team process.

For further information, please call or write:

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Atlanta, Georgia 30334
(404) 656-2685

STUDENT SUPPORT TEAM PROCEDURE RECORD
"YOUR LOCAL SCHOOL SYSTEM"

Student _____

Age _____ Grade/Homeroom _____ / _____

Requesting Teacher _____ Date _____

Reason for Referral

_____

_____

_____

Date	Activity
_____	Student Conference
_____	Parent Conference — Telephone _____ Letter _____ Meeting _____
_____	Documentation of Previous Intervention - Attached
_____	Work Samples Present with Request - Attached
_____	Administrative Contact (when necessary)
_____	Name of Administrator Contacted _____
_____	Other

.....

STUDENT SUPPORT TEAM DOCUMENTATION

Date Recommended	Alternative	Results

Comments: _____

_____

_____

Team Member	Job Responsibility

_____ _____

Signature of Principal Date

Checklist for Regular Education Teachers

WHAT TO TRY BEFORE YOU REFER

SUGGESTIONS ON HOW TO MODIFY INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Student _____ School _____

Age _____ Grade _____ Teacher(s) _____

State the problem (as you see it) which is interfering with this student's progress in your class.

_____

_____

_____

_____

DA - Dates Attempted
TI - Teacher's Initials

STRATEGY/INTERVENTION

	DA/TI	DA/TI	DA/TI	COMMENTS
1. Restructure/abbreviate assignments (Ex. Make a step by step outline of assignment, reword assignment, etc.)				
2. Alternative assignments (Ex. Oral or tape recorded reports, special projects, etc.)				
3. Small group instruction				
4. Use shorter instructional units and break down assignments into separate parts (a timer can be used to space out work periods)				
5. Provide more frequent and/or immediate feedback/reinforcement				
6. Provide extra repetition				
7. Alternative instructional methods/material* (geared to child's level and learning style)				
8. Provide additional time to complete assignments				
9. Teach specific study skills/work habits				

*Such as textured flash cards for the kinesthetic learners, pencil grips for students with fine motor problems.

	DA/TI	DA/TI	DA/TI	COMMENTS
10. Try a behavior modification checklist/contract				
11. Provide unit outline and/or study guide				
12. Provide visual stimulus (Ex. Showing pictures/slides which illustrate written material				
13. Provide auditory stimulus (Ex. Have one of your best readers tape record stories for a student with reading problems)				
14. Use a peer tutor/study partner				
15. Provide reminders (Ex. "Mary, remember to use periods.")				
16. Use large print (avoid ditto worksheets)				
17. Work area change (Ex. Front of room, social seating change, study carrel, etc.)				
18. Use dark ink and index cards for making assignments (instead of chalkboard)				
19. Ask another teacher (or a Consultant) to observe the student and make suggestions (parental consent may be necessary)				
20. Ask special education teacher for specific suggestions/specialized materials				
21. Student-teacher conference				
22. Teacher-parent conference				
23. Seek the help of a consultant/specialist (Central Office, GLRS/Child Serve, CESA, University personnel, counselor, etc.)				

Refer to special education when <u>all</u> appropriate intervention strategies have failed.

Developed by West Central Georgia Child Serve. Contact the GLRS/Child Serve Center in your area for help in implementing any of these strategies. We specialize in helping both special and regular educators solve instructional problems for <u>ALL</u> children who experience learning difficulty. CHECK US OUT!!

GLRS1P:06-5

II. GENERAL CONSIDERATIONS

Classroom Management

"An ounce of prevention is worth a pound of cure" is the premise for the following section addressing classroom management. The programs, Association for Supervision and Curriculum Development's Effective Teaching for High Achievement and the Research on Classroom Learning and Teacher Project from the Education Department of the University of Texas in Austin provided the bulk of the information contained in this section.

Teacher Expectations of the Student

Things to consider:

1. Are high, accurate, flexible expectations held for all students?

2. Awareness of differential treatment of students
   * SELF OBSERVATION OR PEER OBSERVATION

3. Are all students treated equitably? Increasing participation of all students;
   * PERSONAL CONTACTS
   * INDEX-CARD METHOD OF CALLING ON STUDENTS
   * SEATING CHART METHOD OF RECORDING STUDENT RESPONSES
   * WHOLE-GROUP RESPONSES (VISUAL AND AUDITORY)

Whole Group Activities

A. Oral Reading

Oral reading can be done in two ways.
(1) One student can read while the rest of the class follows with markers, their eyes, or their fingers.
(2) The entire class can read aloud together. For special dramatic effects, the boys and girls can alternate reading, etc.

B. Whisper Answer in Teacher's Ear

The teacher can select random students to whisper the answer to him/her.

C. Provide Wait Time for Covert Rehearsal of Responses

Waiting at least 3 seconds for an answer is a critical element in effective questioning of an entire class. Ask the students who have arrived at an idea to do something overt, such as put their right hand on the table, fold their arms, etc. Promote even greater participation by telling the class how many have given the signal. For example, say "Well, already 12 people have signaled that they know the answer." Wait until a sufficient response number is obtained. Then call on one randomly selected student to answer the question.

EXAMPLES:

- Which were the three Axis countries during World War II? (Pause) I can tell you're thinking, I see five hands, six, eight, lots more. Let's see, I think I'll call on Ted.
- I want you to think about whether this blueprint would be practical for a house in an area that has a climate like Southern California's. I'll call upon someone in about one minute.

D. Unison Response

A teacher response will indicate when the class should respond. For example, the slow raising of the teacher's hand means preparation. The abrupt lowering signals the point for the class response.

EXAMPLES:

- I'll point to a word and say a definition. If the definition I give is correct, reply all together, "Yes." If it's incorrect, all say, "No."
- I'll read some statements about the digestive process. If the statement is true, everyone respond together, "True," etc.
- We'll check the answers to this worksheet together. I'll say the number of the question, then all of you respond with the answer on your paper. If the response is clear, we won't need to discuss that question. If it's garbled, we'll stop to clarify. (This obviously will work only with short answer responses.)

E. Consecutive Response

Each student is responsible for recalling the previous student's response.

F. Polling by Raised Hands

Casting votes or canvassing for information can be registered on a chart visible to the entire class.

G. Pointing

Using an individual pictorial representation (map, diagram, picture), the students can point to the correct answer.

H. Cross/Uncross Arms

EXAMPLES:

- I'll read a series of statements about different kinds of angles. If you agree with the statement, cross your arms; if you don't agree, don't cross your arms.
- If you agree with Toby's opinion, cross your arms, etc.

I. Flash Answers in Groups

Flash cards made by students can be used in a variety of ways: true/false cards (color coded for ease of reading); numerical multiplication table answers; vocabulary review; and color coded classification.

EXAMPLES:

- We've talked about the three branches of our federal government. They've divided into groups, and each group has three cards, each one stating a different government branch. I'll read a governmental duty (such as making laws). As a group decide which branch of government would be responsible for that duty, and then hold up the correct card.
- There are three animal classifications listed on the board, and they are color coded. Each group has three pieces of paper, each a different color. I'll read the name of an animal, and as a group you decide which category that animal belongs to. Then, hold up the appropriate piece of paper.

J. Flashers

A short answer can be written either on a laminated notebook with a water soluble pen or an on individual chalkboard.

K. Thumb Signals (Done at chest level in a personal, low-key manner)

EXAMPLES:

- I'll read several statements about how to make a collar for a blouse. If the statement is true, put your thumb up. If it is false, put your thumb down. If you're not sure, put your thumb to the side.
- If you agree with Jim's explanation of a zone defense, put your thumb up, etc.

L. Finger Signals (Done at chest level in a personal, low-key manner)

EXAMPLES:

- The three kinds of rock formations are listed on the board by number. I'll say a characteristic of a certain rock formation; you put up the appropriate number of fingers for the one that is being described.
- The five main characters from the novel are listed on the board by number, etc.
- I'll play several chords on the piano. If it's a major chord, put up one finger; if it's a minor chord, put up two fingers.

M. Flash Cards

EXAMPLES:
- You've made flash cards for your new Spanish vocabulary. Study them alone for five minutes. Then we'll do some "spot checking."
- You've made flash cards for this week's vocabulary words. Practice them with a partner for ten minutes. Then we'll have our quiz.

N. Cross/Uncross Arms or Legs, Look Up or Down, Thumbs Up or Down, Pencils Up or Down

The opposite positions can indicate positive/negative, higher/lower, or any two-part test of opposites.

* SMALL GROUP PARTICIPATION TECHNIQUES

Small Group Activities

A. Discuss With a Partner

EXAMPLES:
- In your own words, explain to your partner how the pistons in a car engine work.
- Share with your partner the guidelines to keep in mind when writing an expository paragraph.
- Discuss with your partner the meanings of these ten terms from our anatomy unit.

B. Discussion in Small Groups

Keep the group size to four or five so that each student can participate. Appoint a recorder to summarize the findings of the discussion.

C. Write Questions

EXAMPLES:
- Write one question about what we have just been studying. Try it out on a person near you. If he can't answer the question, pass it to me. At the end of the period, I'll answer all questions that have been turned in.
- Write two questions based on the topic, "Planning Nutritional Meals." We'll use them tomorrow for a review of the unit.

D. Brainstorm

Brainstorming can be done as a group or with a partner. Define the topic or problem. For example, the topic may be questions students think will be covered on an exam.

EXAMPLES: . On your scratch paper, jot down as many terms as you can think of that are related to the topic we began studying yesterday. In five minutes we'll discuss these terms.

Repeat the same process as in the previous example, but share the ideas with a partner.

E. Debate

Discussion and examination of both sides of a question involves more students when done in small groups. In teaching debate techniques, first explain the structure. Then, with the help of a student, demonstrate a debate for the group. This gives students the guidelines of debating.

F. Peer Group Teaching

Using students as tutors is an effective learning device for both the tutor and tutored.

G. Role Playing

Simulating an event brings new perspectives to any lesson. Role planing involves more students when done in small groups, as it reduces the risk factor.

ORGANIZING THE CLASSROOM

1. Planning - (materials, space, rules, procedures), daily plans posted.

2. Room is arranged for ease of mobility and eye contact.

   * AVOID CONGESTION NEAR THE FOLLOWING TROUBLESOME AREAS:

     - Pencil sharpener and trash can
     - Bookshelves and supply areas
     - Students' desks
     - Teacher's desk
     - Doorways
     - Small group and lab areas

   * TIPS FOR ARRANGING FURNITURE:

     - Make sure all students can easily see:
       You, when you are presenting information
       Chalkboards
       Overhead projector screen
       Instructional displays

     - Keep in mind potential distractions such as:
       Windows and doors
       Animals or other interesting displays
       Small-group work areas

     - Leave plenty of room around student desks so that you can get to each student when monitoring.

     - Locate your desk, work areas and instructional areas where you can see all of the students all of the time. Avoid placing work areas in "blind corners" where you will not be able to monitor adequately.

     - Plan to seat students who need extra help or attention close to where you will be most of the time.

     - Even if other arrangements are to be used later in the year, consider placing student desks in rows facing the major instructional areas at the beginning of the year. This minimizes distractions for the students and allows the teacher to monitor behavior more readily and to become familiar with individual students' work habits.

3. Systems and procedures for class activities are taught to students.

   * SOME AREAS FOR WHICH YOU WILL NEED PROCEDURES INCLUDE:

     - Use of classroom space and facilities: pencil sharpener, wastebasket, supply shelves, small group and lab areas.

- Use of other parts of the school: bathrooms, water fountains, library, office.

- Whole class activities and seatwork: student participation (raise hands), cues to get students' attention, making assignments, passing out supplies, talk among students, what to do when work is finished.

- Small group activities: movement into and out of group, bringing or obtaining materials, behavior in (and out) of the group, contacts with the teacher, cleaning up.

- Beginning and end of class activities: warm-ups, schedule for the class, cleaning up, instructions for homework, dismissing the class.

- Administrative matters and housekeeping chores: taking roll, tardy students, what to do during PA announcements or when the teacher is out of the room, using student helpers.

- Special activities and safety drills: fire and disaster drills, field trips, parties.

* PROCEDURES FOR MAINTAINING STUDENT ACCOUNTABILITY FOR WORK:

- Presenting overall work requirements: appropriate heading, materials and standards; time expectations and due dates; incomplete and make-up work requirements.

- Communicating assignments and instructions: posting assignments, checking for student understanding.

4. Directions are clear.

* GET THE ATTENTION OF ALL STUDENTS.
* GIVE THE DIRECTIONS: IN ORDER; WRITTEN/ORAL; JUST BEFORE ACTIVITY.
* PROVIDE DEMONSTRATION.
* DIVIDE COMPLICATED DIRECTIONS INTO PARTS, NO MORE THAN 3 STEPS AT ONE TIME. ONLY ONE DIRECTION SHOULD BE NEW.
* DIRECTIONS MUST REFLECT ORDER OR EVENTS.
* CHECK FOR STUDENT UNDERSTANDING.
* PERSONAL ATTENTION FOR THOSE WITH DIFFICULTY.
* REMEDIATE IF NECESSARY.

5. Sponge activities ("down" time fillers) are used.

* BEGINNING SPONGES (PRIMARY)

- Be ready to tell one playground rule.
- Be ready to tell me the names of the children in our class that begin with J or M, etc.
- Be ready to draw something that is only drawn with circles.
- Be ready to tell a good health habit.

- Have a color word on the board. Have children draw something that color.
- Flash fingers--children tell how many fingers.
- Say numbers, days of the week, months, and have children tell what comes next.
- "I went to the sporting goods store and I bought..." each child names an item.
- What number comes between these two numbers: 31-33, 45-47, etc.
- What number comes before/after 46, 52, 13, etc.?
- Have a word written on the board. Children list words with the same long or short vowel sound.
- Put spelling words in alphabetical order.
- Count to 100 by 2's, 5's, 10's, etc. either oral or written.
- Use T squares to drill math fundamentals.
- Think of animals that live on a farm, in the jungle, in water, etc.
- Give names of fruits, vegetables, meats, etc.
- Hangman using the names of the children in the class or colors or numbers.
- Simon says...
- List things you can touch, things you can smell, big things, small things, etc.
- List the colors you are wearing.
- Clapping games.
- Finger plays.

* <u>UPPER GRADE SPONGES</u>

- List the continents of the world.
- Make up three names for rock groups.
- Name as many kinds of windstorms as you can.
- Take a number. Write it. Now make a face out of it.
- Name as many gems or precious stones as you can.
- Write the names of all the girls in the class.
- Name as many teachers at this school as you can.
- List as many states as you can.
- Write: (a) an abbreviation (d) a proper name (biological)
  (b) a Roman numeral (e) a proper name (geographical)
  (c) a trademark
- How many countries and their capitals can you name?
- How many baseball teams can you name?
- Write down as many cartoon characters as you can.
- Turn to your neighbor. One of you tell the other about an interesting experience you have had. The listener must be prepared to retell the story to the class.
- List all the things in your living room.
- Write what you would do if you saw an elephant in your backyard.
- Name as many kinds of ice cream as you can.
- List five parts of the body above the neck that have three letters.
- List one manufactured item for each letter of the alphabet.
- List as many nouns in the room as you can.
- List the mountain ranges of the U.S.

- Write the 12 months of the year correctly. Stand up as soon as you are finished.
- Make a list of five things you do after school.
- List one proper noun for each letter of the alphabet.
- Write one kind of food beginning with each letter of the alphabet.
- Name as many holidays as you can.
- How far can you count and write by 6's?
- Name as many balls as you can that are used in sports games.
- List as many U.S. presidents as you can.
- List all the work tools you can think of.
- List as many models of cars as you can.
- Name all the colors you know.
- How many parts of an auto can you list?
- How many animals can you list that begin with vowels?
- List as many kinds of trees as you can.
- Name as many countries of the world as you can.
- List as many personal pronouns as you can.
- List as many kinds of transportation as you can.
- How many different kinds of languages can you name?
- Write as many homonyms as you can. Example: past-passed.
- You have five children. Make up their five names.
- Name as many things as you can that are made of cloth.
- Name as many things as you can that you can wear on your head.
- Name as many movie stars as you can (not TV).
- List all the musical instruments that begin with "t".
- Name as many TV game shows as you can.
- Name as many politicians as you can.
- Name as many breeds of dogs as you can.
- Write the days of the week correctly in order. Stand up when finished.
- List all the kinds of sandwiches that you can.
- Scramble five spelling words, trade with someone, and unscramble them.
- List as many things as you can that make people the same.
- List as many kinds of soup as you can.
- List all the places you find sand.
- List as many breakfast cereals as you can.

* <u>DISMISSAL SPONGES</u>

- "I Spy" who can find something in the room that starts with M, P, etc.?
- Who can find something in the room that has the sound of short a, long a, etc.?
- Number rows or tables. Teacher signals number of table with fingers, children leave accordingly.
- Those children who have all crayons put away may leave now, etc.
- Those with freckles may leave, buckled shoes, new front teeth, etc.
- Count in order or by 2's, 5's etc.
- Say the days of the week, the months of the year.
- What day is it, what month is it, what is the date, what is the year, how many months in a year, how many days in a week, etc.

- Reward activity: "We have had a good day! Who helped it be a good day for all of us? Betty, you brought flowers to brighten our room. You may leave. John, you remembered to rinse your hands, good for you. You may leave. Ellen showed us that she could be quiet coming into the room today. You may leave, Ellen. Bob remembered his library book all by himself. Dawn walked all the way to the playground--she remembered our safety rules. Lori brought things to share with us. Tom surprised us with a perfect spelling paper--he must have practiced, etc., etc." Some students can be grouped together for good deeds to speed things up. Teacher can finish, "You're all learning to be very thoughtful. I'm very proud of all of you and you should be very proud of yourselves."
- Use flashcards. A first correct answer earns dismissal.
- To review the four basic shapes, each child names an object in the room either in the shape of a triangle, circle, square, etc.
- Say a word that begins or ends with certain consonants, blends, etc.
- Dismiss by color of eyes, color of clothing, type or color of shoes, month of birthday, season of birthday, beginning letter of first name, beginning letter of last name.

6. Active teaching includes a variety of activities, lots of teacher-led instruction, less seatwork.

7. Monitoring occurs during seatwork, interactions are short (praise, prompt, and leave):

   * <u>MONITORING TIPS</u>

   - During presentations, watch the whole class. Stand where you can see everyone.
   - Move around the room.
   - While monitoring, watch for: inappropriate behavior, attending behaviors, appropriate materials on students' desks, failure to follow directions, signs of confusion or frustration, and completion of work.
   - Don't become so engrossed with one student or small group that you lose contact with the rest of the class. Scan the room often.
   - Don't let students congregate around your desk, blocking your view of the rest of the class.
   - Start seatwork assignments as a group or at least under close supervision.
   - Check assignments and record grades regularly.
   - Look for opportunities to praise students for appropriate behavior.

SIX TEACHING FUNCTIONS

1. Daily review, checking previous day's work.
   Teacher learns where students had problems.
   Reteaching occurs, if necessary.

2. Presentation of material and demonstration modeling (where appropriate)

   * OBJECTIVES
   * EXPECTATIONS
   * PURPOSE/IMPORTANCE
   * RELATING NEW KNOWLEDGE TO OLD AND ESTABLISHING POSITIVE TRANSFER
   * OVERVIEW BEFORE PRESENTING NEW INFORMATION - PROVIDES KNOWLEDGE BASE ON WHICH TO PUT NEW INFORMATION INTO BIG PICTURE
   * VISUAL STRUCTURE - CHRONOLOGICAL ORDER, GRAPHICS, CAUSE-EFFECT, IMPORTANT SEQUENCE OR FACTS EMPHASIZED, OUTLINE
   * APPROPRIATE VOCABULARY - FAMILIAR AND SPECIFIC - HIGHLIGHTED IN SAME WAY
   * SEVERAL MODALITIES UTILIZED
   * QUESTIONING
     - Classified according to cognitive process
     - 60% knowledge/recall
     - 20% stimulate learner's thinking

3. Guided student practice

   * ASK LARGE NUMBER OF QUESTIONS.
     - fact questions
     - "process" questions

   * FOR HIGHER LEVEL QUESTIONS, DEMONSTRATE ("TALK THROUGH") HOW TO ANSWER.

   * ENSURE HIGH SUCCESS (80%) BY PROMPTING AT THE BEGINNING; THEN FADING OUT PROMPTS.

   * GIVE ADDITIONAL PROCESS EXPLANATIONS AND REPETITION OF MAIN POINTS.

   * CHECK FOR UNDERSTANDING UNTIL ALL STUDENTS ARE "FIRM" IN PERFORMANCE.
     - Have a large number of brief oral questions ready to cover main points, supplemental points, and processes involved
     - equalize opportunity to respond through systematic selection, no call-outs.
     - require all students to respond through written responses, responding to a partner, group discussion, choral responses (in small groups)

4. Feedback and correctives during guided practice

* PROBE/RETEACH AS NECESSARY.

* STANDARDS MUST BE PRESET TO DETERMINE IF FEEDBACK IS NEEDED.

* RELEVANT AND EFFECTIVE FEEDBACK NEEDS TO BE SPECIFIC AND CLEAR IN VIEW OF THE LEARNING MATERIALS AND THE PRESET STANDARD.

* PRAISE SPECIFIC CORRECT ASPECTS OF TASK.

* FEEDBACK MUST BE GIVEN ON A REGULAR BASIS AT MEANINGFUL INTERVALS IN THE INSTRUCTIONAL SEQUENCE.

* SUMMATIVE FEEDBACK WITHOUT INTERVENING FORMATIVE FEEDBACK HAS LITTLE VALUE IN IMPROVING STUDENT LEARNING OR TEACHER INSTRUCTION.

* TIMING IS ESSENTIAL TO AN EFFECTIVE USE OF FEEDBACK: IT SHOULD BE PROVIDED WHEN IMPROVEMENT IS STILL POSSIBLE.

* CORRECTIVE PROCEDURES CLEAR UP MISUNDERSTANDING STUDENTS HAVE ALREADY LEARNED AND ALLOW THEM TO RELEARN ANYTHING THEY HAVE FORGOTTEN OR FAILED TO LEARN IN THE PAST.

* A THOROUGH ANALYSIS OF STUDENT LEARNING AND PERFORMANCE COUPLED WITH ANALYSIS OF THE LEARNING MATERIALS IS THE KEY TO SELECTING CORRECTIVE PROCEDURES.

* THE MOST EFFECTIVE CORRECTIVE PROCEDURES FOR STUDENTS ABOVE THE 2ND GRADE INVOLVED SMALL STUDY GROUPS OF 2 OR 3.

5. Independent work only after successful guided practice

* STUDENTS PROGRESS FROM SLOW, "THINK IT THROUGH" STAGE TO AUTOMATIC STAGE.

* STUDENTS ENGAGE IN A LARGE NUMBER OF SUCCESSFUL REPETITIONS (OVERLEARNING).

* DURING SEATWORK ACTIVITIES:
  - direct students through first few problems or tasks.
  - keep interactions short (20-30 seconds) but frequent, if necessary.
  - actively monitor students.

* NON-SEATWORK WAYS OF PROVIDING INDEPENDENT PRACTICE:

  - Teacher-led questions/answer session without prompts, hints (all students participate)
  - students follow a procedure that includes, e.g. doing seatwork and checking with a partner
  - cooperative group learning approaches

* FOR DIFFICULT MATERIAL, OR SLOWER STUDENTS

- flexible grouping according to achievement level
- reteaching small groups during independent practice
- giving slower students several short sequences of instruction-practice-seatwork and lots of guided practice
- differentiated assignments-basic assignment plus extra work
- special ongoing projects for students who finish work early
- cooperative team learning

6. Weekly and monthly review

* EVERY MONDAY
* EVERY FOURTH MONDAY

INFLUENCING STUDENT BEHAVIOR

1. Clear simple rules and consequences established and communicated early in the year.

   * CHOOSE 4-8 RULES THAT WILL GOVERN BEHAVIOR IN YOUR CLASSROOM, IN ADDITION TO YOUR SYSTEM OF PROCEDURES.

   * FOR EACH GENERAL RULE, DECIDE WHAT SPECIFIC BEHAVIORS WILL BE COVERED AND PLAN TO EXPLAIN THE RULES.

   * POST THE RULES IN YOUR CLASSROOM.

2. Students are taught appropriate behavior and consequence of misbehavior. (Demonstration, practice, feedback.)

   * CONSEQUENCES

     - Requiring little or no effort--having the student state the rule broken, changing seats or isolation in room, confiscation of forbidden objects or notes

     - Requiring moderate effort--staying after school, loss of privilege, call to parents, isolation in hall or special room

     - Requiring much effort--trip to principal's office, being denied a special class event (e.g., field trip)

3. Parents know the rules and consequences.

   * SEND LETTER HOME TO PARENTS INFORMING THEM OF CLASSROOM DISCIPLINE PLAN; REQUEST THEIR SIGNATURE ON SECTION OF LETTER TO BE RETURNED TO YOU.

4. Students are given extensive feedback about their behavior.

5. Potential problems are stopped through low profile interventions.

   * EYE CONTACT
   * PHYSICAL PR[illegible]IMITY
   * USING NAME
   * STATING THE RULE

6. Incentive systems can be used to increase positive behavior.

   - Requiring little or no effort--smile, compliment, a cheery note on an assignment.

   - Requiring moderate effort--posting good work, positive note to parents, special privilege.

   - Requiring much effort--field trip, party, a token system used to earn rewards or privileges.

* INCENTIVE SYSTEMS

An incentive system is a preventive system. It provides rewards or incentives for appropriate behavior. Incentive systems have been used for years to encourage/foster proper behavior. There are three parts to an incentive system.

- Task. The task involves specifying what the desired behavior is and how long it must continue before being rewarded. For example, working for 15 minutes without talking, or completing a homework assignment neatly and on time.

- Reward. The reward provided must be, of course, something that is valued by the students. For example, a game period, or a special film.

- System of Accountability. This is the most important part: the reward must not be given if the desired behavior did not occur or continue long enough. These criteria are agreed upon when the system is set up with the students--but they must be strictly adhered to for the system to work. For example, if the agreement is to get to play a game after completing an assignment correctly and the teacher doesn't check for corrections before permission for the game, then the system won't work.

Group systems are easier to maintain. This is where the whole class gets rewarded for appropriate behavior.

A Point System

- Each class throughout the day has a chance to win 20 points: 10 is no one's name goes on the board; 5 if participation is good; and 5 if the classroom is left clean and orderly.

- At the end of the class (or day) points are assigned and kept posted in the corner of the board for students to see.

- If, by the end of the week, the class has earned 50 points they get some pre-determined reward.

- The teacher discusses the rules with the students (collaboration); he/she makes them very clear to the students; he/she enforces the system every day; and it becomes a system that helps establish a business-like climate in his classroom.

* REINFORCERS - THE THREE CATEGORIES

Social Reinforcers

- The first category of reinforcement consists of social reinforcers. Social reinforcers occur in any interaction between two or more people. The attention a student gets from the teacher is social reinforcement. Some social reinforcers include:

. Shaking hands: spaghetti (shake the student's arm so it wiggles like spaghetti); soul handshake ("Give me five"); finger shake (hook one finger with one of the student's); group handshake (conduct it like a team cheer)
. Praising a student
. Giving a student eye contact
. Smiling
. Winking
. Hugging
. Patting a student on the back
. Clapping
. Whistling
. Calling a student's parents with some positive feedback
. Telling the principal something positive about the student (so that the student can hear)
. Telling another student something positive about the student (so that the student can hear)
. Eating with the students
. Going out to recess with the students
. Play a game with a student
. Working with a student
. Having the principal spend time with the student
. Having the counselor spend time with the student
. Having the custodian spend time with the student
. Having the secretary spend time with the student

- Social reinforcers include attention that students want and need from the teacher; therefore, this category of reinforcers is one that should be carefully analyzed. Social reinforcers have a tremendous potential for changing student behavior; they are the easiest to implement, the cheapest to use, and the most powerful reinforcer for the elementary student.

Activity Reinforcers

- Activity reinforcers can be very effective in the classroom and include any activities that children might "get to do," as a reward for good behavior. Many jobs and situations that occur every day can be used as activity reinforcers. Even tasks like washing desks can be used as activity reinforcers if the teachers lets students know that such activities are "privileges." Below is a list of activity reinforcers:

. Getting free time
. Choosing a game for the class to play
. Taking a note to the office
. Being a line leader
. Putting up a bulletin board
. Painting
. Seeing a film
. Getting to see the boiler room
. Using a record player
. Using a tape recorder

. Getting to be on safety patrol
. Getting to be a hall monitor
. Getting to choose a song to sing
. Playing with clay
. Watering plants in the room
. Feeding the fish (or other pets)
. Taking a classroom pet home for the weekend
. Tutoring another student
. Passing out art supplies
. Putting away materials
. Getting free talking time
. Playing with puzzles
. Reading to the class
. Giving a report to the class
. Getting extra time for P.E.
. Conducting a science experiment
. Running a lap around the track
. Reading a book
. Collecting lunch tickets
. Sitting in the teacher's chair
. Running a projector
. Turning the filmstrip on the projector
. Helping the teacher grade papers
. Writing on the chalkboard
. Erasing the chalkboard
. Going on a field trip
. Grading other students' papers
. Using a stopwatch
. Playing the piano
. Washing desks
. Drawing a picture
. Helping plan a party
. Holding contests with other classes
. Playing team games within the classroom
. Getting to use a typewriter
. Sharing (show and tell)
. Opening or closing the drapes or blinds
. Spending time in a learning center.

Tangible Reinforcers

- Tangible reinforcers include any physical object that can be given to a student as a reward for good behavior. Tangible reinforcers have some drawbacks. One drawback is obvious--they cost money. Another drawback is that they may teach the students a misrule about school. For example, if a first-grade teacher gives the students juice when they work hard, students will probably begin to expect juice anytime they work hard. This creates a problem for the second-grade teacher. When these students enter second grade, it will be a big shock to find that juice is not part of the school curriculum.

- Tangible reinforcers should be used cautiously. They should be used for students who cannot be motivated by any other

means. In addition, tangible reinforcers should always be paired with praise. By pairing the tangible reinforcers with praise, the praise eventually takes on reinforcing qualities. When praise becomes a reinforcer, the teacher may begin to switch from tangible to social reinforcers.

- When using food reinforcers, teachers should check with parents and the student to make sure there are no allergies and that particular food is acceptable and a motivator.

- Examples of tangible reinforcers are listed in two categories below:

FOOD:	OTHER REINFORCERS:	
cereal	combs	mazes
raising	pencils	dot-to-dot
milk	pens	comic books
punch	balls	perfume
juice	erasers	stickers
apples	jewelry	pictures
popcorn	crayons	play money
sunflower seeds	award certificates	puzzles
crackers	toys	playing cards
carrot sticks	books	beads
sugar-free gum	coloring books	brushes and paints
peanuts	pages to color	makeup kits
	bean bags	records
	clay	kites
	whistles	picture books
	colored chalk	
	a note of praise to take home	
	a note or praise to take to the principal	

7. Negative consequences of misbehavior are applied <u>immediately</u> and <u>consistently</u> as specified in rules.

8. Schoolwide rules for student behavior enhance proper student behavior in the classroom.

   * DISCUSS SCHOOL RULES AND POLICIES REGARDING OTHER SCHOOL AREAS (e.g., PLAYGROUND, LUNCHROOM, PASSING THROUGH HALLS) PRIOR TO THEIR USE. GIVE FEEDBACK ON STUDENTS' BEHAVIOR WHEN THEY RETURN.

9. Peer observation can help teachers become aware of their interactions with students and the effects of those interactions.

Curriculum Adaptations

1. Wherever possible make folders that have the assignment and all the needed materials to complete the assignment so that the assignment is self-directing.

2. Try to always give options for the feed-back of the material. The student may write about it, tape the answer, draw about it, discuss it orally, do a project, etc.

3. Make sure the student truly understands the instructions, time limits, etc. before getting started (ask him/her questions, have student explain it to others, etc.) Include oral and written directions.

4. Give vocabulary from the lesson before students are to read, etc. Develop a few assignments on the vocabulary i.e., word search matching, sentences, dictionary work from an appropriate reading level dictionary).

5. Print or type all assignments, ditto sheets, etc.

6. Where possible, give the student a copy of the notes. Some students have a hard time copying off the board or getting everything down from oral notes. Let them try, but then fill in the gaps from your notes or another student's.

7. Utilize tape recorders, ear phones, or listening stations whenever possible. Let good readers do the taping for you.

8. Utilize peer tutoring for drill and practice or reading assignments.

9. Alternatives to regular textbooks may be needed.
Some possibilities are programmed texts, taped textbooks, (Recording for the Blind) and texts written on a low vocabulary level. (Frank E. Richards Publications, Fearon, Keytexts by Economy Publishing Co., Follett, Globe Publishing Co., Behavioral Research Laboratories and Grolier Publishing Col are all companies that provide such tests.) It may be appropriate to use no text at all such as in a home economics class, a basic science course, or an art class.

10. Grading policies may need to be modified.
Students may need to be graded on their ability rather than on their performance as compared to peers. Grades on report cards may need to be accompanied by a statement as to the reading level or grade level which the student's work and grade reflects. Statements such as "grade based on oral testing" or "spelling not considered in grading quality of written work" may need to be placed on child's report and permanent record.

11. Exemptions from courses or certain types of assignments may be appropriate.
If a student is assigned to a special education program for one or more periods, a statement of his being exempted from the assignments he misses in the regular classroom or indeed from an entire course should be decided upon and specified in the child's IEP. Children in elementary school might be excused from social studies in order to receive resource room help in addition to their regular classroom language arts instruction. Children with physical impairments may need to be exempt from all written assignments or from courses like geometry which require use of compass and protractor or from participating in science labs requiring dissection.

12. Modifications in rate or amount of work may be needed.
Specific recommendations might include: filling in answers only instead of writing a whole sentence or problem; reduction in the number of items assigned on a class worksheet, test, or for homework; and increased amount of time in completing a test or class assignment. Standardized test such as college boards, S.A.T.'s etc. can be given with time limits waived if a child has a documented handicap which warrants such a modification.

Adaptations for the Visually Impaired

1. Check lighting in the rooms. Check to see that the child is not exposed to excessive glare from the chalkboard. Use good color-contrast chalk on chalkboard and write in large, bold letters.

2. Use cream-colored paper for children to decrease glare problems.

3. Use green-lined or specially lined or ruled paper for writing classwork or homework.

4. Be sure ditto papers are written large enough and dark enough. Use extra spacing so as not to crowd or clutter written material.

5. Use primary typewriter for typing tests and/or worksheets.

6. Allow child to have information read aloud to him/her and/or have another person write down students answers to questions or problems.

7. Use highlighters or different colored chalk to emphasize different signs in math problems, directions, parts of speech, affixes, inflectional endings, sentence punctuation, etc.

8. Use arrows to indicate where to start math problems as opposed to reading material since one works math right to left and reads left to right. Use grid paper to help in lining up math problems correctly.

9. Provide concrete models or examples to help visually impaired children understand concepts. Provide relief maps, 3-D charts, puzzles of states, models of organs in biology, manipulatives for math problems, sandpaper letters and words, etc.

10. Use taped texts, records or large print materials obtainable from Library for the Blind, 1050 Murphey Avenue, Atlanta, Georgia, 30310, and from Recording for the Blind, 215 East 58th Street, New York, New York, 10100 or call 1-800-221-4792.

11. Emphasize auditory means of presenting information and obtaining answers from the student.

12. Reduce amount of material for the child to read. Use highlighters in texts to emphasize names, definitions, dates, formulas, etc. Different colors could designate dates, events, definitions, etc.

13. Avoid worksheets which call for matching data unless they are well spaced.

14. Provide a "study buddy" to help the student cope with visual tasks, experiments, etc.

15. Use "window" or marker for reading so as to focus on words and short phrases and to keep on the correct line. A cover sheet which is moved down the page can be used in the same manner.

16. Don't penalize student for reversals if he can show you he knows the correct answer anyway.

Adaptations for the Hearing Impaired

1. Seat student close to the front so that he/she can see teacher's mouth. Teacher needs to restrict his/her own mobility so that the hearing impaired child is in good visual proximity to the teacher at all times.

2. Use visual material such as models, chalkboard examples, charts, filmstrips, films with captions and slides with an accompanying script to enhance classroom lectures and instruction.

3. Provide a buddy to check with the student to be sure directions are understood or to work an example of a problem with the student.

4. Use sight approach to reading. Use a Rebus approach or Fokes Sentence Builders to develop reading vocabulary with a picture match to accompany words.

5. If the student has an auditory discrimination problem, do not use phonetics as the primary method of teaching reading. A linguistic approach and/or an approach involving a number of senses should be employed instead.

6. Minimize the oral reading required of the student in a group. Hearing impaired children often have speech problems. Don't place these children in unnecessarily embarrassing situations.

7. Use an overhead projector to outline points you are making in classroom presentations.

8. Have an area where students with hearing problems can work which minimizes interfering noises. Children with hearing aids are often bothered by amplification of environmental noises (intercom buzz, pencil sharpeners, etc.) which interfere with their classroom performance.

9. Abbreviate verbal instructions. Speak clearly and avoid long-winded verbalizations whenever possible.

10. When phonics is being presented to a mildly auditorily impaired child, be sure the symbol that matches the sound is present. This same technique should be used when he/she is given words which sound alike. Visual and tactile cues should accompany phonetic and vocabulary instruction.

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GENERAL CONSIDERATION

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III. BEHAVIORAL SKILLS

INTRODUCTION TO MANAGING BEHAVIOR

In attempting to deal with the many individual problems which occur in the classroom, teachers often voice frustration with the behaviors some students display. The following suggestions may or may not be appropriate for a given situation; teacher judgement and careful review of progress is essential. In addition, there are several principles of behavior management which must be kept in mind in order for these suggestions to be of value.

1. Clarify your expectations.
2. Be consistent.
3. Use a positive approach.
4. Consider the "theme" of the behavior.
    a. Can the student perform the desired behavior? If not, problematic behaviors are likely due to frustration.
    b. Does the student feel that he can perform the task successfully? If not, problems in motivation may exist.
    c. Do "power struggles" sometimes result from trying to control the student's behavior? If so, problematic behaviors may be due to feelings of inadequacy or difficulties with authority figures, and should be considered carefully.
    d. Does the behavior usually occur at specific times during the class? If so, a clue might be available as to its cause.
5. Consider the frequency and type of behavior.

Above all, in managing behaviors the teacher should feel comfortable in seeking the advice of colleagues, sharing perceptions of behaviors, and trying out various management techniques which appear to make sense in the given situation.

AGGRESSIVENESS/EXTERNALIZED ATTACK BEHAVIOR

General Problems (Strategies)

* STRUCTURE STUDENT'S ENVIRONMENT TO MINIMIZE CONFLICTS:

  (a) Move seat away from other students.
  (b) Keep student out of line and from contact with other students.
  (c) Have student sit next to, and walk with the teacher.
  (d) Try to anticipate impending crisis and change activities.
  (e) Keep student out of competitive activities.
  (f) Physically restrain if necessary.
  (g) Make rules clear, be consistent in reinforcing them, and avoid verbal confrontations.
  (h) Keep punishment brief; be sure the student knows why he/she is being punished.
  (i) Separate the behavior of the student from the student him/herself (i.e., the student is acceptable as a unique individual of worth, but the behavior he/she exhibits is unacceptable).
  (j) Graph disruptive behavior visually for student to observe improvements or regressions.
  (k) Supervise student at all times.
  (l) Make sure the student can perform assignments, thus alleviating possible frustration and anger.

* USE A REALITY APPROACH WITH STUDENT TO HELP DETERMINE CONSEQUENCES OF BEHAVIOR

  "If someone (bit, pinched, etc.) you, what would you do? What do you think I should do?"

* USE PEERS TO HELP INFLUENCE POSITIVE BEHAVIOR

  (a) Encourage positive friendships.
  (b) Use grouping to disseminate possible conflict situations.
  (c) Use role playing to show appropriate models of behavior.

* PROVIDE POSITIVE REINFORCEMENT FOR APPROPRIATE BEHAVIOR

  (a) Ignore aggressive behavior if at all possible; otherwise, the behavior is reinforced.
  (b) Notice and point out gains, no matter how small.
  (c) Have student list alternative ways to express anger and reinforce when child uses appropriate expression of anger.
  (d) Initially reinforce appropriate behavior after every occurrence, then decrease as appropriate behavior persists.

* TRY TO INTERPRET THE PSYCHOLOGICAL NEEDS THE STUDENT IS EXPRESSING WHEN HE/SHE IS PERFORMING AN AGGRESSIVE ACT. (i.e., attention? approval? recognition? etc.)

  Endeavor to satisfy these unmet needs before aggression occurs.

* PROVIDE COMPANIONSHIP WITH STRONGER AND MORE MATURE PEERS.

* REINFORCE ALL NONANTAGONISTIC BEHAVIOR WITH CONCRETE REWARDS AND THEN GRADUALLY SUBSTITUTE VERBAL REINFORCERS.

* GIVE SOME CHILDREN THE OPPORTUNITY TO EXPRESS RESENTMENTS MORE OPENLY TO RELIEVE INNER TENSIONS. ORDINARILY, HOWEVER, THIS SHOULD BE CHANNELED THROUGH VERBAL, NOT PHYSICAL, MEANS, PARTICULARLY IF THE HOSTILITY IS DIRECTED TOWARDS OTHER PERSONS.

* PROVIDE SUITABLE OPPORTUNITIES FOR THE PHYSICAL EXPRESSION OF AGGRESSIONS. POUNDING, HAMMERING, AND CUTTING ACTIVITIES ARE USEFUL IN RELIEVING ANXIETY, ESPECIALLY IN BOYS.

* TEACH THE UNDESIRABLE EFFECTS OF AGGRESSIVE BEHAVIOR TO PUPILS WHEN THEY DO NOT REALIZE CONSEQUENCES OF THIS NATURE EXIST.

(Burks, 1980, p. 10)

Specific Problems (Strategies)

Arguing — The Argumentative Student Talks Back To the Teacher
Argues With the Teacher

* IDENTIFY WHAT CONSTITUTES ARGUING.

* DECIDE ON A CONSEQUENCE FOR ARGUING.

* DECIDE ON HOW TO GIVE THE STUDENT POSITIVE FEEDBACK WHEN THE STUDENT RESPONDS IN AN ACCEPTABLE WAY.

* EXPLAIN THE PLAN TO THE STUDENT.

AN INDIVIDUAL ARGUES WITH CLASSMATES

* IDENTIFY WHAT CONSTITUTES AN ARGUMENT.

* HAVE THE STUDENT USE THE "INTERACTIONS" CHART IN THE MATERIALS SECTION. THE STUDENT SHOULD BE GIVEN A COPY OF THE CHART, TO BE KEPT AT HIS/HER DESK. ANYTIME YOU SEE THE STUDENT INTERACTING POSITIVELY WITH ANOTHER STUDENT, HAVE HIM/HER MARK THE TOP HALF OF THE CHART. ANYTIME YOU SEE THE STUDENT INTERACTING NEGATIVELY WITH ANOTHER STUDENT, HAVE HIM/HER MARK THE BOTTOM HALF OF THE CHART.

* DESIGN A REINFORCER FOR DECREASING THE STUDENT'S NEGATIVE INTERACTIONS AND INCREASING HIS/HER POSITIVE INTERACTIONS. IF THE STUDENT GETS MORE POSITIVE MARKS THAN NEGATIVE MARKS ON THE FIRST DAY, HE/SHE SHOULD EARN SOME REINFORCEMENT. ON EACH SUBSEQUENT DAY, EARNING THE REINFORCER SHOULD BE BASED ON HIS/HER HAVING DECREASED THE NUMBER OF NEGATIVE INTERACTIONS.

* DISCUSS THE PROBLEM, THE CHART, AND THE REINFORCER WITH THE STUDENT. (BE SURE THE REINFORCER IS SOMETHING THE STUDENT WANTS.)

* BE CONSISTENT ABOUT GIVING THE STUDENT FEEDBACK.

Fighting:

* INCREASE THE NUMBER OF POSITIVE INTERACTIONS BETWEEN YOU AND THE STUDENT.

* DESIGN A STRATEGY FOR PUNISHING STUDENTS WHO FIGHT. THE CONSEQUENCES SHOULD BE DISCUSSED WITH THE ENTIRE CLASS. EVERYONE MUST UNDERSTAND THAT THE CONSEQUENCE WILL APPLY TO ANYONE WHO IS CAUGHT FIGHTING, NO MATTER WHO STARTED THE FIGHT. "OWING TIME" IS A VERY GOOD STRATEGY FOR PUNISHING THIS BEHAVIOR. WHENEVER STUDENTS ARE FOUND FIGHTING, EVERYONE DIRECTLY INVOLVED WILL OWE FIVE MINUTES OFF OF RECESS OR A FREE PERIOD.

* DESIGN A REINFORCER FOR THE STUDENT WHEN HE/SHE CAN GO AN ENTIRE DAY WITHOUT FIGHTING.

* DETERMINE HOW TO MONITOR SITUATIONS WHEN YOU WILL NOT BE THERE--SUCH AS IN THE CAFETERIA, HALLS, RESTROOM, AND SO ON. THE BEST PROCEDURE TO FOLLOW IS TO BASE YOUR ACTIONS ON THE STUDENT'S OWN EVALUATION OF WHETHER OR NOT HE OR SHE WAS IN A FIGHT. AFTER EACH RECESS PERIOD, LUNCH PERIOD, AND SO ON, ASK THE STUDENT HOW HE OR SHE DID. IF YOU HAVE BEEN WORKING DILIGENTLY ON IMPROVING THE STUDENT'S SELF-IMAGE, IT'S UNLIKELY THAT THIS PROCEDURE WILL BACKFIRE. IF THE STUDENT IS HONEST AND TELLS YOU THAT HE OR SHE WAS IN A FIGHT, DON'T ALLOW THE STUDENT TO TUTOR THAT DAY, BUT PRAISE THE STUDENT FOR HIS OR HER HONESTY AND MATURITY. ENCOURAGE THE STUDENT TO DO BETTER THE NEXT DAY.

Threats of Violence

Physical Threats Against Other Students

* ESTABLISH A PENALTY FOR MAKING THREATS AGAINST OTHER STUDENTS. (SOME FORM OF ISOLATION IS AN EFFECTIVE PENALTY.)

* PLAN ACTIVITIES THAT DEMONSTRATE THE STUDENT'S WORTH AND POWER IN WAYS OTHER THAN THREATENING. EXAMPLE: ALLOWING STUDENT TO TUTOR A YOUNGER STUDENT IS A VERY POPULAR AND REWARDING ACTIVITY.

* DISCUSS THE PROBLEM AND THE CONSEQUENCES WITH THE STUDENT.

The Tripper

Hands and Feet That Are In the Wrong Place

The Prankster

* DEVELOP A CONSEQUENCE FOR TRIPPING, PUSHING, SHOVING, BLOCKING AN AISLE, AND ALL OTHER BEHAVIORS OF THIS NATURE. A LOGICAL CONSEQUENCE FOR THIS TYPE OF BEHAVIOR IS "TIME OUT"--ESTABLISH A TIME-OUT AREA, PERHAPS IN THE CORNER OF THE ROOM.

* ESTABLISH A CLASS REINFORCER FOR TREATING EACH OTHER RESPECTFULLY. WHEN THE WHOLE CLASS CAN MAKE IT THROUGH AN ENTIRE DAY WITHOUT HITTING, TRIPPING, OR ENGAGING IN ANY INAPPROPRIATE PHYSICAL CONTACT, ALLOW THE CLASS TO TAKE FIVE MINUTES OF FREE TIME. IF THERE ARE ANY VIOLATIONS, NO ONE GETS FREE TIME. THE GOAL IS TO DEMONSTRATE THE NEED TO WORK TOGETHER.

* DISCUSS THE PROBLEM AND THE PLAN WITH THE STUDENTS.

* DEMONSTRATE TO THE MISBEHAVING STUDENTS THAT ATTENTION CAN BE GOTTEN IN POSITIVE WAYS. GIVE THE STUDENT ATTENTION FOR THINGS THAT HE/SHE HAS DONE WELL.

Hitting

* DEFINE THE BORDERLINE BETWEEN ACCEPTABLE PHYSICAL CONTACT AND UNACCEPTABLE PHYSICAL CONTACT.
* DECIDE ON A CONSEQUENCE FOR HITTING.
* DEVELOP A PLAN FOR GIVING THE STUDENT ATTENTION WHEN HE OR SHE IS WORKING WELL.
* DISCUSS THE PROBLEM, THE CONSEQUENCE, AND THE POSITIVE ATTENTION PLAN WITH THE STUDENT.

Interrupting or Talking in Class

* BUILD IN APPROPRIATE OPPORTUNITIES FOR DISCUSSION.
* MAKE SURE STUDENT KNOWS RULES.
* DEVELOP CHARTING SYSTEM TO INCREASE STUDENT'S AWARENESS OF HIS BEHAVIOR.
* REWARD STUDENT WHEN HE'S QUIET.
* REWARD OTHER STUDENTS FOR BEING QUIET (WHEN HE'S TALKING).
* ASK STUDENT IF HE NEEDS HELP (PRIVATELY).
* MAKE SURE STUDENT IS CAPABLE OF DOING ASSIGNMENTS.
* STAND NEAR STUDENT DURING CRITICAL ACTIVITIES (WHEN HE'S MOST LIKELY TO TALK.)
* REVIEW REASONS FOR DISCUSSION ETIQUETTE.
* ESTABLISH A NON-VERBAL CUE WITH THE STUDENT TO REMIND HIM THAT HE IS INTERRUPTING.
* SEAT STUDENT NEAR TEACHER.

Verbally Disrespectful

* ASK STUDENT, PRIVATELY, FOR A MORE CLEAR EXPLANATION OF HIS FRUSTRATION.
* REWARD STUDENT FOR RESPECT WHEN DEMONSTRATED.
* DISCUSS THE NEED FOR RESPECT BETWEEN INDIVIDUALS.
* WATCH SARCASM (MODEL SELF-CONTROL).
* TREAT KIDS WITH RESPECT.
* SET TONE YOU WANT IN YOUR CLASSROOM.
* DEFINE CLASSROOM BEHAVIOR LIMITS.
* GIVE STUDENT LEADERSHIP ROLE WHICH DEMANDS RESPECT.
* INVOLVE PARENTS SO THIS BEHAVIOR DOES NOT CARRY OVER INTO THE HOME.

Uses Inappropriate Language

* DISCUSS WHAT IS AND IS NOT "APPROPRIATE" LANGUAGE.
* IGNORE LANGUAGE WHICH APPEARS TO BE INTENDED TO BE INFLAMMATORY.
* ADDRESS THE PROBLEM IMMEDIATELY.
* HELP STUDENT IDENTIFY ALTERNATIVE WORDS TO USE IN TIME OF STRESS.

Harasses Other Students

* BE CAREFUL THAT YOU AREN'T ENCOURAGING (TOLERATING) THIS.
* AVOID MODELING POOR BEHAVIOR (ARE YOU TAUNTING STUDENTS?)
* REWARD STUDENT FOR "TOLERATING" PROBLEMS AND NOT HASSLING PEERS.
* APPEAL DIRECTLY TO STUDENT'S SENSE OF KINDNESS.
* MOVE STUDENT AWAY FROM PERSON BEING HARASSED.
* MOVE STUDENT CLOSER TO TEACHER.
* ISOLATE IF POSSIBLE.
* ENCOURAGE OTHER STUDENTS TO IGNORE (REINFORCE OTHERS FOR NOT GETTING INVOLVED IN THE HASSLE).
* USE ROLE PLAYING TO DEMONSTRATE WHAT HARASSMENT IS ACTUALLY OCCURRING.
* PROVIDE OPPORTUNITIES FOR STUDENT TO "SHINE."
* PUT STUDENT IN LEADERSHIP ROLE.

ATTENTION SEEKING BEHAVIOR

General Problems (Strategies)

* GIVE APPROVAL FOR AS MANY OF THE STUDENT'S DESIRABLE ACTS AS POSSIBLE.
* ASSIGN THE STUDENT TO POSITIONS OF LEADERSHIP THAT ARE WITHIN THE LIMITS OF ABILITY.
* FIND AREAS THAT ARE OF SPECIAL INTEREST TO THE STUDENT AND PROMOTE SUCCESS EXPERIENCES WITHIN THIS AREA.
* IGNORE STORY-TELLING.
* FOCUS CLASS ATTENTION ON STUDENT IN WHATEVER SUITABLE FASHION POSSIBLE; PASSING OUT PAPERS, TAKING CARE OF PLANTS, ETC.
* REMOVE FROM GROUP ACTIVITIES.
* MAKE STUDENT "DEMONSTRATOR" OF PROPER BEHAVIOR.
* CONTACT WITH GROUP TO IGNORE BEHAVIOR.
* WHEN MAKING UNNECESSARY NOISE, WALK UP TO THE STUDENT QUIETLY AND TOUCH HIM/HER.
* ISOLATE FROM OTHER STUDENTS.
* GIVE THE STUDENT MANIPULATIVES TO OCCUPY HIS/HER HANDS.
* MOVE STUDENT'S DESK CLOSER TO TEACHER'S.
* MOVE AROUND ROOM MORE OFTEN AND TOUCH BASE WITH STUDENT.
* PROVIDE PERSONAL ATTENTION UNEXPECTEDLY - INITIAL (BEFORE STUDENT REQUESTS) AND WHEN STUDENT IS WORKING (NOT WHEN DEMANDING).
* ALLOW STUDENT TO HAVE BUDDY TO HELP
* CHECK WITH STUDENT AS SOON AS LESSON BEGINS TO MAKE SURE DIRECTIONS WERE UNDERSTOOD, ETC.
* ENCOURAGE STUDENTS TO REINFORCE EACH OTHER.
* ARRANGE OUT OF CLASS TIME FOR PERSONAL ATTENTION.

DISTRACTIBILITY, POOR ON-TASK BEHAVIOR, DAYDREAMING

General Problems (Strategies)

* PROVIDE STUDENT WITH A STRUCTURED PROGRAM BY ASSIGNING SPECIFIC DESK OR SEAT
* CHANNEL THE STUDENTS' EXCESSIVE ENERGY INTO ACCEPTABLE ACTIVITIES WHENEVER POSSIBLE, SUCH AS SCHEDULING TIME DURING THE DAY FOR PHYSICAL RELEASE.
* USE A VARIETY OF INSTRUCTIONAL TECHNIQUES FOR PRESENTATIONS.
* PROVIDE PEER TUTORS.
* MINIMIZE DISTRACTING STIMULI BY USING STUDY CARREL, TAPES AND HEAD PHONES, ETC.
* USE PROXIMITY CONTROL TECHNIQUES SUCH AS TAP ON THE DESK OR SHOULDER TO GET STUDENT BACK ON TASK.
* USE REPETITION.
* SCHEDULE SEAT WORK IN SHORT SESSIONS.
* PROVIDE A TIMER, TO SET SHORT PERIODS OF WORK.
* BREAK UP CLASSROOM ASSIGNMENTS INTO SECTIONS.
* ISOLATE, GIVE TIME OUT.
* PROVIDE QUIET ALTERNATIVES FOR A SHORT TIME.
* HAVE RANDOM INTERVALS OF "FUN TIME," WHEN STUDENT IS ALLOWED TO WORK ON SOMETHING CREATIVE.
* POSITIVELY REINFORCE STUDENT'S GOOD PERFORMANCE PUBLICLY AS OFTEN AS POSSIBLE.
* INCREASE REINFORCEMENTS.
* PROVIDE A REWARD THAT IS VALUED BY STUDENT.
* ENCOURAGE A HIGH PROTEIN, LOW CARBOHYDRATE DIET.
* PROVIDE DIFFERENT ACTIVITIES IN SAME CLASS.
* HAVE WORK THAT IS WITHIN THE RANGE OR THE STUDENT'S CAPABILITIES.
* USE WRITTEN ASSIGNMENTS.
* MAKE TASKS AS INTERESTING AS POSSIBLE.
* PROVIDE CHECKLISTS.
* PROVIDE STUDENT SHORT-TERM OBJECTIVES AND SOME WAY TO SHOW STUDENT THAT SHE/HE IS MEETING OBJECTIVES:
    - progress chart
    - publicize accomplishments
    - teacher-student activity
    - free time

Specific Problems (Strategies)

Completing Tasks on Time

* REDUCE AMOUNT TO BE ACCOMPLISHED.
* ALLOW MORE TIME.
* PROVIDE TIME CUES.
* WRITE SCHEDULES.
* ASK FOR PARENT REINFORCEMENT - CALENDAR AT HOME.
* PROVIDE CHECKLIST.
* PROVIDE CLOSURE AT POINTS ALONG THE WAY.
* PROVIDE POSITIVE FEEDBACK (e.g., "ASSIGNMENTS COMPLETED," CHECKLIST ON WALL "THERMOMETER", PROGRESS CHARTS)
* CHART PROGRESS; COMPARE WITH OTHERS; SET GOALS FOR IMPROVEMENT.

Working Independently (Strategies)

* ASSIGN A TASK AT THE APPROPRIATE LEVEL.
* BE CERTAIN THE STUDENT CAN SEE AN END TO THE TASK.
* GIVE PRECISE DIRECTIONS.
* REDUCE THE TIME REQUIRED TO FINISH.
* REINFORCE OFTEN, PRAISE FOR CONCENTRATION.
* MOTIVATE BY PROVIDING A GOAL OR USING PEER PRESSURE.
* LET STUDENT SEE INDIVIDUAL WORK AS A SIGN OF GROWTH OF PERSONAL RESPONSIBILITY RATHER THAN THINKING THE TEACHER JUST WANTS TO "GET RID OF" HIM/HER.
* PROVIDE A VARIETY OF TYPES OF WORK WITHIN THE ASSIGNMENT INSTEAD OF ALL WRITING TASKS. (EXAMPLE: CHART MAKING, MAPS, FLAGS, PICTURE DRAWING, ETC.)
* ALLOW A CHOICE WITHIN THE FRAMEWORK OF THE ACTIVITY; STICK TO THE CHOICE.
* SET ASIDE A FEW MINUTES OF 1 TO 1 CONTACT FOR STUDENT REGULARLY.

Daydreaming (Strategies)

* REINFORCE FOR ATTENDING BEHAVIOR.
* CHECK WITH STUDENT FREQUENTLY TO SEE IF HELP IS NEEDED.
* HAVE STUDENT WORK WITH ANOTHER STUDENT OR SMALL GROUP WHEN DOING ASSIGNMENT.
* GIVE STUDENT AN OUTLINE OR QUESTIONS TO ANSWER THAT IS BE FILLED IN DURING A LECTURE OR CLASS DISCUSSION.
* SEAT STUDENT CLOSE TO TEACHER.

Too Much Talking (Strategies)

One or Two Students Distracting Others by Being Noisy--Making Annoying Noises

* DECIDE HOW MUCH NOISE WILL BE ACCEPTABLE FOR THE STUDENT TO MAKE.
* ESTABLISH CONSEQUENCES (EXAMPLE: TIME-OUT) FOR ANY STUDENT WHO MAKES TOO MUCH NOISE.
* DISCUSS THE PROBLEM AND THE PLAN WITH THE STUDENT.
* WHEN THE STUDENT IS BEING QUIET, PRAISE HIM/HER.
* PERIODICALLY, GIVE THE STUDENT A SPECIAL PRIVILEGE IN RETURN FOR MAKING IT THROUGH AN ENTIRE DAY WITHOUT TOO MUCH NOISE. EXAMPLES:
  - getting to be line leader
  - getting five minutes of free time
  - getting to read a short story to the class
  - getting to plan a bulletin board

The Tense and Nervous Child/The Anxious Child

* DISCUSS THE PROBLEM WITH THE SCHOOL NURSE AND WITH THE STUDENT AND PARENTS TO DETERMINE IF A MEDICAL EXAMINATION IS WARRANTED.
* EVALUATE THE STRUCTURE AND ORGANIZATION OF THE CLASSROOM TO DETERMINE IF THERE IS AN UNFAIR AMOUNT OF PRESSURE ON THE STUDENT.
* DISCUSS THE PROBLEM WITH THE STUDENT'S PARENTS TO DETERMINE WHETHER THEY ARE PUTTING A LOT OF PRESSURE ON THE STUDENT TO BE SUCCESSFUL.
* SET ASIDE A TEN-MINUTE PERIOD EACH DAY TO WORK WITH THE STUDENT ON RELAXATION TECHNIQUES.
* AS THE STUDENT BEGINS LEARNING THE RELAXATION TECHNIQUES, MONITOR HIS OR HER BEHAVIOR.
* WHENEVER THE STUDENT ENGAGES IN AN ACTIVITY IN A RELAXED AND CALM MANNER, GIVE HIM OR HER SOME POSITIVE FEEDBACK.
* IF THE STUDENT CONTINUES TO APPEAR NERVOUS, CONTINUE THE RELAXATION EXERCISES AND BEGIN TO WORK ON IMPROVING THE STUDENT' SELF-IMAGE.

Short Attention Span (Strategies)

* EVALUATE YOUR PRESENTATIONAL SKILLS AND THE INTEREST LEVEL OF THE ASSIGNMENTS YOU'VE BEEN GIVING THE STUDENT.
* EVALUATE THE LEVEL OF DIFFICULTY OF THE STUDENT'S INDEPENDENT WORK. MAKE SURE THAT THE WORK IS AT HIS OF HER APPROPRIATE INSTRUCTIONAL LEVEL. IF THE WORK IS TOO EASY, THE STUDENT MAY BE BORED. IF THE WORK IS TOO DIFFICULT, THE STUDENT MAY BE GIVING UP OUT OF FRUSTRATION.
* CHOOSE A SPECIFIC TIME AND SETTING IN WHICH TO TEACH THE CHILD HOW TO FOCUS HIS OR HER ATTENTION ON SCHOOLWORK. TEACHING A CHILD TO ATTEND TO HIS OR HER WORK WILL BE HARD FOR BOTH YOU AND THE CHILD.

* WORK TOGETHER ON THIS PROBLEM DURING A SPECIFIC PERIOD EACH DAY. THEN STAY WITHIN THAT PLANNED PERIOD. THE BEST TIME TO CHOOSE IS DURING SMALL-GROUP INSTRUCTION.
* DEFINE SPECIFICALLY WHAT IS ACCEPTABLE BEHAVIOR.
* ESTABLISH SOME CONSEQUENCES FOR BOTHERING OTHER STUDENTS.
* DECIDE HOW FREQUENTLY THE STUDENT IS GOING TO NEED FEEDBACK REGARDING HIS OR HER BEHAVIOR.
* DECIDE ON A REINFORCER TO MOTIVATE THE STUDENT. TO THIS TYPE OF STUDENT, FREE TIME MIGHT BE A STRONG POSSIBILITY.

General Problems (Strategies)

* REMIND THE STUDENT TO STOP, LOOK, LISTEN, AND THINK ABOUT WHAT HE/SHE IS DOING.
* SET A PATTERN FOR CALLING ON STUDENTS WHO ARE LESS IMPULSIVE.
* REQUIRE STUDENTS TO TAKE 30 SECONDS TO THINK BEFORE ANSWERING.
* USE FREQUENCY CHARTS TO PLOT/RECORD STUDENT'S IMPULSIVE BEHAVIORS.
* FURNISH THE STUDENT WITH AN ISOLATION BOOTH, BUT DO NOT MAKE THIS ACTION APPEAR TO BE A PUNISHMENT FOR MISBEHAVIOR.
* PROVIDE THE PUPIL WITH SMALL UNITS OF WORK AND GIVE HIM OR HER FREQUENT SHORT DRILL PERIODS.
* RELEASE MUSCULAR TENSION WITH LIGHT ACTIVITY.
* GIVE HIM POSITIVE REINFORCEMENT FOR ANY SMALL GAIN IN SELF-CONTROL.
* HAVE THE STUDENT STUDY THROUGH A NARROW OPENING OR A WINDOW (PERHAPS A SLIT IN A PIECE OF CARDBOARD) SO THAT ENVIRONMENTAL STIMULI ARE KEPT TO A MINIMUM. DO NOT, HOWEVER, OVERUSE THIS TECHNIQUE.
* PROXIMITY CONTROL. A TOUCH ON THE SHOULDER, TAP ON THE DESK, OR SOFTLY SPEAKING THE CHILD'S NAME ARE GENERALLY MORE EFFECTIVE TECHNIQUES THAN DISCOURSES THAT MANY CHILDREN HAVE LEARNED TO IGNORE.
* ALLOW THE STUDENT SOME TIME TO CONCENTRATE ON THINGS HE OR SHE LIKES TO DO.
* SET FIRM LIMITS.
* PRESENT PURPOSEFUL AND STRUCTURED ACTIVITIES SUCH AS COPYING PATTERNS ON A PEG BOARD, WRITING IN CLAY WITH A STYLUS, SAWING ALONG LINES, ETC.
* DISCOURAGE WILD GUESSES.

(Burks, 1980, p. 7-8)

Specific Problems (Strategies)

Staying in Seat

* MAKE SURE STUDENT KNOWS EXPECTATIONS.
* ASK STUDENT TO SIT IN SEAT.
* MOVE SEAT AWAY FROM DISTRACTIONS (WINDOW, BUDDIES, ETC.)
* MOVE SEAT NEARER TO AUTHORITY.
* MOVE AROUND ROOM MORE OFTEN TO BE CLOSE TO STUDENT.
* REWARD STUDENT WHEN HE IS IN THE SEAT (VERBALLY, OTHERWISE).
* ASSIGN A BUDDY TO REMIND HIM TO STAY SEATED.

* DISCUSS THE REASON FOR IN-SEAT RULE (INDIVIDUALLY AND WITH ENTIRE CLASS).
* USE STATIONARY MATERIALS (e.g., TAPE RECORDER AND HEAD PHONES).
* BUILD IN APPROPRIATE OPPORTUNITIES FOR MOVEMENT (RUN ERRANDS; WATER PLANTS).
* ESTABLISH A CUE WITH THE STUDENT, TO REMIND HIM (NON-VERBALLY) TO CHECK HIS MOVEMENT.
* RESTRUCTURE THE ACTIVITY (e.g., SHORTEN ASSIGNMENTS).
* PUT EXTRA DESKS IN THE ROOM AND ALLOW A SET NUMBER OF MOVES, GRADUALLY DECREASING THIS ALLOWANCE.
* INVOLVE STUDENT IN IDENTIFYING SOLUTIONS TO THE PROBLEM.

General Problems (Strategies)

* TEACH EFFECTIVELY. GOOD, CAREFUL INSTRUCTION MAKES LEARNING EASIER AND LEADS THE STUDENT TO SUCCESS. THERE IS NOTHING MORE IMPORTANT FOR ANY STUDENT THAN BELIEVING HE/SHE IS ABLE TO LEARN, GROW, AND BE SUCCESSFUL.
* DEMONSTRATE THAT YOU ACCEPT AND CARE FOR THE STUDENT.
* USE AWARDS, NOTES, AND CERTIFICATES TO MAKE THE STUDENT FEEL SPECIAL.
* GIVE THE STUDENT SOME RESPONSIBILITY. THE STUDENT WITH A POOR SELF-CONCEPT IS OFTEN SURPRISED AND PLEASED WHEN SOMEONE THINKS HE OR SHE CAN HANDLE RESPONSIBILITY. THE TEACHER CAN GIVE THE STUDENT RESPONSIBILITY AS REINFORCEMENT FOR A PARTICULARLY FINE EFFORT, OR FOR NO SPECIAL REASON AT ALL.
* TEACH THE STUDENT TO STOP ENGAGING IN SELF-DEPRECIATION AND START ENGAGING IN SELF-APPRECIATION. (See "THE POOR SELF-CONCEPT, MATERIALS, SECTION.)
* INCREASING POSITIVE INTERACTIONS BETWEEN STUDENTS.

  Model: The best way to teach students to be positive is to show them.

  Practice: Set aside ten minutes sometime during the day for practicing possible interactions.

  Reinforce positive interaction: During the school day, when students are being positive, reinforce them.
* ARRANGE FOR REMEDIAL HELP FROM A TUTOR. THIS STEP HAS PROVED MOST BENEFICIAL FOR STUDENTS DEMONSTRATING MILD, NOT SEVERE, PERSONALITY PROBLEMS.
* ALLOW THE STUDENT TO "SHINE" IN ANY ACTIVITY.
* MINIMIZE GRADING OR OTHER COMPARATIVE PROCEDURES.
* HELP THE PARENTS LEARN HOW TO ENCOURAGE THEIR CHILD.
* HELP THE CHILD UNDERSTAND THAT SUCCEEDING IN SCHOOL AND BEING LIKED BY PEERS ARE COMPATIBLE GOALS.

(Burks, 1980, p. 4)

SHY, WITHDRAWN, PASSIVE BEHAVIOR

General Problems (Strategies)

* STRUCTURE STUDENT'S ENVIRONMENT BY:

  (a) Placing desks so that physical isolation is avoided.
  (b) Arranging specific opportunities so that the student can contribute in areas in which he/she excels.
  (c) Letting student have a helping role.
  (d) Using "show and tell" activities to provide a time for non-threatening social situations.

* STRUCTURE ACADEMIC AND SOCIAL SITUATIONS SO THAT SUCCESS IS POSSIBLE.

  (a) Supply added academic support and encouragement.
  (b) Make student feel like he/she is an important part of his/her present school situation to foster self-confidence.
  (c) Put student in charge of planning special activities.
  (d) Employ games which involve touch interaction with peers.
  (e) Give the isolated student more opportunity for self-expression. The individual should be allowed to "practice" responses so that success if assured. The child gradually can acquire more confidence in his or her ability to be aggressive.
  (f) Strive to "desensitize" student through warning behaviors such as touch and praise.
  (g) Spend time on the student's physical level to build trust.
  (h) Have student model appropriate behavior of others.
  (i) Have student write or illustrate a project and arrange to have it displayed.
  (j) Have student keep a list of tasks he/she has mastered so that progress can be visualized.
  (k) Attempt to bring out the student through consistent, positive actions.
  (l) Avoid reprimanding student in public when possible.

* AS THE STUDENT BECOMES OLDER AND A TRUSTING RELATIONSHIP HAS DEVELOP, TALK CASUALLY WITH HIM/HER REGAINING POSSIBLE REASONS FOR HIS/HER SHYNESS.

* ENCOURAGE PARENTS TO USE PRAISE AND PROVIDE OPPORTUNITIES OUTSIDE OF SCHOOL FOR SOCIAL INTERACTION AND PERSONAL GROWTH OF STUDENT.

Specific Problems (Strategies)

The Apathetic Student
The Student Who Does Not Seem to Care About Anything

* DEVELOP STRATEGIES THAT ENCOURAGE THE STUDENT TO FEEL GOOD ABOUT HIMSELF/HERSELF. ONE OF THE BEST WAYS TO ENCOURAGE A CHILD IS TO PROVIDE ACTIVITIES AND JOBS THAT DEMONSTRATE THAT HE/SHE CAN BE A VALUABLE ASSET TO THE CLASSROOM. SOME ACTIVITIES INCLUDE GETTING TO LEAD THE SALUTE TO THE FLAG, BEING RESPONSIBLE FOR DELIVERING

THE ATTENDANCE SLIP TO THE OFFICE, GETTING TO DESIGN A BULLETIN BOARD, OR GETTING TO TUTOR ANOTHER STUDENT.

* IGNORE ALL APATHETIC BEHAVIOR.
* PRAISE THE STUDENT WHENEVER HE/SHE EXPRESSES AN INTEREST IN SOMETHING.
* AT AN APPROPRIATE TIME, ROLE-PLAY WITH THE STUDENT, HELP THE STUDENT PRACTICE EXPRESSING INTEREST IN VARIOUS THINGS. PROVIDE THE STUDENT WITH VARIOUS STATEMENTS THAT EXPRESS INTEREST AND EXCITEMENT. HELP THE STUDENT TO THINK OF WAYS TO COMPLETE STATEMENTS IN A POSITIVE WAY. EXAMPLES:

  One thing I really like to do is...
  It makes me feel good when...

* SPEND 5 MINUTES EVERY DAY TALKING WITH THE STUDENT ABOUT HIS/HER INTERESTS.

Anxiety (Strategies)

* EXPLORE FEELINGS SYMPATHETICALLY (AFTER GETTING THE CHILD'S PERMISSION TO DO SO), BRINGING THE HOSTILITY TO CONSCIOUSNESS MAY REDUCE INNER TENSION.
* REMOVE THREATS THAT CAUSE OVERDUE WORRY (FEAR OF FAILURE, THREATS FROM OTHER CHILDREN, ETC.)
* MODIFY THE EXPECTATIONS OF THE SCHOOL AND HOME IF THE STUDENT IS UNDULY WORRIED ABOUT HOMEWORK, SCHOOLWORK, GRADES, OR REPORT CARDS.
* REASSURE THE CHILD THAT THOSE NEAR HIM OR HER DO NOT HARBOR HOSTILE FEELINGS TOWARDS THE CHILD.
* REFRAIN FROM ATTEMPTS TO FORCE THE CHILD TO DO TASKS THAT ARE LIKELY TO RESULT IN FAILURE. AGREE WITH THE CHILD, AT THE BEGINNING, THAT SUCCESS WITH THE TASK IS UNLIKELY. THIS WILL TEND TO ALLAY FEELINGS OF GUILT AND ANXIETY. DIRECT THE CHILD TO A TASK THAT CAN BE ACCOMPLISHED MORE EASILY.
* GENTLY ENCOURAGE EXPERIMENTATION WITH SITUATIONS THAT APPEAR DANGEROUS TO THE CHILD (FOR EXAMPLE, SPEAKING IN FRONT OF OTHERS.)
* SYMPATHIZE WITH THE CHILD'S UNCOMFORTABLE FEELINGS. DO NOT EMPLOY SARCASM OR RIDICULE.
* REINFORCE CORRECT ANSWERS AND BEHAVIORS QUICKLY AND POSITIVELY.
* ALLOW THE CHILD TO SET HIS OR HER OWN GOALS.
* POINT OUT TO THE PARENTS THAT THEY PROBABLY SHOULD NOT TUTOR THEIR CHILD. THIS APPROACH MUST BE HANDLED CAUTIOUSLY; MANY PARENTS ARE AS ANXIOUS AS THEIR CHILDREN AND MAY RESIST WELL-MEANT SUGGESTIONS OF THIS NATURE.
* REFER THE CHILD FOR PROFESSIONAL HELP IF THE DEMONSTRATED NERVOUSNESS IS DEBILITATING.
* INVOLVE THE CHILD IN SMALL-GROUP ACTIVITIES (WITH, AT MOST, ONE OR TWO OTHER YOUNGSTERS) THAT WILL ENSURE SUCCESS.

* GIVE THE CHILD SHORTER ASSIGNMENTS AND FREQUENT OPPORTUNITIES TO SOCIALIZE WITH OTHERS.
* GIVE THE CHILD EXTRA ATTENTION, BECAUSE THIS TENDS TO RAISE HIS OR HER IMPORTANCE IN THE EYES OF PEERS. THIS PROCEDURE SHOULD BE HANDLED WITH CARE BECAUSE IF THE CHILD IS GIVEN TOO MUCH ATTENTION, OTHER CHILDREN MAY RESENT HIM OR HER.
* NEVER CRITICIZE OR REPROVE WITHDRAWN BEHAVIOR.
* ALLOW THE CHILD (IF HE OR SHE CANNOT DO IT VERBALLY) SELF-EXPRESSION THROUGH PUPPET PLAY, CLAY WORK, PAINTINGS, DRAWINGS, OR SINGING.

(Burks, 1980, p. 2-3)

General Problems (Strategies)

* MAKE SURE THE STUDENT CAN TELL FROM APPEARANCES HOW ANOTHER PERSON IS FEELING.
* USE DIRECT EXPERIENCE: CATCH THE STUDENT IN A HAPPY, SAD, OR EXCITED MOOD, AND DRAW ATTENTION TO THESE FEELINGS AND THE RESULTING FACIAL EXPRESSIONS.
* SHOW A PICTURE OF A SITUATION AND HAVE STUDENT INTERPRET HOW THE PERSON FEELS.
* PLAY A SIMPLE FORM OF CHARADES.
* PROCEED FROM CONCRETE TO ABSTRACT CONCEPTS.
* "WHY" AND "WHAT TO DO IF" QUESTIONS SHOULD BE EMPHASIZED.
* USE RIDDLES.
* HAVE STUDENT SELECT THE APPROPRIATE CAPTION FOR A SPECIFIC PICTURE.
* HAVE STUDENT PROVIDE SOLUTIONS TO VARIOUS SOCIAL PROBLEMS.
* SUPPLY THE NEXT EVENT OR OCCURRENCE IN A STORY BEGUN BY THE TEACHER AND ADDED TO BY EACH CLASSMATE.
* HAVE STUDENT LOCATE ON A MAP - NORTH, SOUTH, EAST, WEST, IN RELATION TO SCHOOL AND HOME.
* HAVE STUDENT PROVIDE A TITLE FOR AN UNNAMED STORY.
* HAVE STUDENT PROVIDE DIRECTIONS TO A CLASSMATE FOR FINDING A SPECIFIED OBJECT OR LOCATION.
* HAVE STUDENT RECOGNIZE UNSAFE SITUATIONS AND TELL WHY THEY ARE NOT SAFE.
* HAVE STUDENT GUESS THE NAME OF AN OBJECT OR PERSON BY ASKING PERTINENT QUESTIONS.
* HAVE STUDENT PARTICIPATE IN GAMES SUCH AS CHECKERS, BATTLESHIP, RISK, CLUE, STRATEGO.

Specific Problems (Strategies)

Working in Groups

* PROVIDE DIRECT INSTRUCTION IN GROUP PROCESSES.
* PROVIDE A PARTNER INSTEAD OF WORKING WITH SEVERAL IN A SMALL GROUP.
* PROVIDE STUDENT WITH A RESPONSIBILITY OR POSITION OF LEADERSHIP.
* PREPARE THE GROUP MEMBERS TO INCLUDE AND HELP THE STUDENT.
* UTILIZE TEACHER AIDE OR VOLUNTEER IN CLASSROOM.
* PROVIDE MORE STRUCTURE BY DEFINING TASK AND LISTING STEPS.
* RESTATE GOAL AND LINK IT TO THE REQUIRED ACTIVITIES; PROVIDE CLOSURE.
* PROVIDE PARENT AIDE IN CLASSROOM.

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IV. READING SKILLS

Reading: General Problems

1. Provide self-checking answers for independent activities.
2. Present required or supplementary reading lists.
3. Give specific instruction in using dictionaries, encyclopedias, atlases, or other reference materials.
4. Use vocabulary lists in subject areas.
5. Use learning games whenever possible.
6. Encourage students to design their own creative activities.
7. Put new vocabulary words on the board as you discuss them.
8. Use colored chalk for emphasis when writing on the board.
9. Use chalkboard liner or compass for creating circles, charts, or graphs.
10. Help students "read" the pictures in the text-project on opaque and point out salient features.
11. Make visuals to emphasize important lessons. Remember that poor readers are usually poor writers, too; so taking notes from lectures are doubly difficult for them.
12. Always try to visualize difficult or unclear aspects of a lesson; charts and diagrams may need to be explained in this way.
13. If using transparencies, make sure all students can see them. Lettering should be large and clear. Each overhead should contain only six or seven words per line and six or seven lines per overhead.
14. Just as in highlighting books, highlight your transparency. Use revelation technique--covering and revealing items one at a time to avoid distractions.
15. Use overhead projector as you would your chalkboard and remember, you will now be facing the group at all times.
16. Use the chalkboard to write date and assignments. A specific place on the board can be designated for this use.
17. Have students devise bulletin boards related to the concepts they are studying.

18. Have students do a poster or advertisement related to the unit of study.

19. Use computer displays and printouts to emphasis points.

20. Provide real objects, touchables, when appropriate, that reinforce concepts.

Reading and Study Skills

1. Teach sight word vocabulary.

2. Teach common synonyms, antonyms, and homonyms.

3. Teach summarization of simple material.

4. Teach the use of comparisons and associations.

5. Teach sequencing (of events or ideas).

6. Teach skills so student can draw conclusions, make inferences, and predict outcomes.

7. Teach student to distinguish between:

   a. relevant and irrelevant
   b. fact and opinion
   c. fiction and nonfiction
   d. cause and effect

8. Teach skill of skimming.

9. Determine the reading level of your text using a readability index. If material is too high for student:

   a. assign only portions of assignments
   b. allow a reading partner
   c. find materials on their reading level

10. Introduce new words in assignments and their dictionary meanings; relate words to what will be read in class.

11. Review words periodically.

12. Determine the reading level of student.

13. Rewrite materials for your students.

14. Teach student to recognize multiple meanings of words.

15. Teach association of words with feeling.s

16. Teach interpretation of word meanings verbally and nonverbally.

17. Teach use of words to manipulate feelings, create moods or emotional appeals.

18. Teach use of contractions and compound words.

19. Teach use of possessives and plurals.

20. Guide student reading by use of meaningful questions.

21. Teach the use of SQ3R method as a study technique:

    S - scan the section to be read
    Q - turn all boldface type into questions
    R - read passage
    R - review by using questions (could be those at the end of a chapter)

    R - recite questions and answers out loud

22. Turn a problem reader into a tutor for younger children (if agreeable, but don't force).

23. Provide an outline of key points to guide their reading.

Reading Basic Sight Words

1. Have student write words on index cards. Student will trace with his/her finger as the word is pronounced. After word is known without pronouncing, use words in sentences. Write sentences omitting sight words. Have student fill in blanks.

2. Utilize pictures to illustrate such words as: work, play, wash, etc. Use a picture with a sentence describing it and the sight word underlined, or have student make a picture dictionary.

3. Place one word in a line which is different from the rest. Ask student to circle the one that says "what". e.g. when, when, what, when.

4. Use words commonly confused in multiple choice situations. Have student underline the correct word. e.g. He wanted to (walk, wash) his clothes.

Reading Material Without Pausing After Each Word

1. Use reading material on a lower level of difficulty.

2. Use materials with which the student is so familiar that the vocabulary presents no problem.

3. Have class write their own stories and read them aloud. Tape record reading of these stories and contrast it with reading

of more unfamiliar stories. Discuss the differences and the need for more fluent reading.

4. Have student read in conjunction with a tape recording of the passage.

Poor Comprehension of Reading Materials

1. Use reading material that is simpler. Cue into main idea of specific passage. Ask concrete, short questions about paragraph.

2. Discuss new vocabulary and/or the storyline before reading.

3. Have student dramatize a play or story. Ask questions about what characters are doing.

4. After reading a story orally, have student sequence story.

Directionality in Reading

1. Emphasize left to right in everything. Have student make a window marker so it frames the sentence to be read.

2. Let student use a typewriter to practice words with which he has difficulty. Student will be able to see word formed from left to right.

3. Use a magnetic board with three-dimensional letters. Have student manipulate letters to form words commonly reversed.

4. Use a colored letter at the beginning of words commonly confused. Discontinue this practice as soon as the word no longer presents any difficulty for the child.

Reading in Content Areas (General)

1. Teach words/terms that are unique the content area.

2. Teach the specialized meanings of common words.

3. Teach symbols and abbreviations unique to the subject.

4. Specifically teach word connotations and figurative language and allusions; drawings, cartoons or other illustrations may help.

5. Teach dictionary skills so student can increase vocabulary independently; teach them that the dictionary is a tool.

6. Avoid giving students a list of words or rules. Follow-up or use list to "teach" by. It is good practice never to hand out materials that are not thoroughly explained.

7. Use new words repeatedly in conversation.

8. Teach students options for figuring out new words:

   a. context clues
   b. phonetic analysis
   c. structural analysis
   d. authority - ask someone or look it up.

9. Use filmstrips creatively - provide a written script for later review.

10. Teach multiple meanings of words.

11. Use word puzzles or matchings exercises to teach definitions.

12. Use categorizing exercises to teach meanings.

13. Review basic work attack skills; can be done in small groups with peer or volunteer tutors.

Reading in Content Areas (Specific)

Social Studies

1. Teach student to interpret maps and pictures.

2. Teach student to distinguish cause and effect patterns.

3. Teach sequence of events and overlapping of time periods.

4. Teach likenesses and differences.

5. Directly teach specific details, dates, facts.

6. Prepare student to recognize propaganda techniques.

7. Teach differentiating fact from opinion.

8. Teach students how to make inferences.

9. Teach main ideas and note supporting details.

10. Use a variety of books in varying reading levels in your classroom over topics studied and individualize assignments to something withing each student's reading ability.

11. Use projects instead of tests to evaluate progress over given topics.

12. Utilize films and filmstrips in a more creative manner than just a time filler.

13. Use discussion, outside speaker, interviews and artifacts to make social sciences more real to students.

14. Use "Foxfire" approach.

Science/Health

1. Note concise style of writing as opposed to narrative style.

2. Teach interpretation of charts, tables, graphs, and formulas; allow sufficient time for memorization if necessary.

3. Employ use of margin notes, boldface print, review statements, study/discussion questions.

4. Teach students how to get information through government publications and bulletins.

5. Careful reading of directions.

6. Fuse reading skills with steps in the scientific method.

7. Group by abilities for lab work.

8. Make science a "living exploration" - don't over-emphasize textbook material.

Mathematics

1. Analyzing information from tables, formulas, equations.

2. Reading word problems accurately.

3. Interpretation of pictures, diagrams, and graphs.

4. Teach the specialized vocabulary of mathematics which includes:

   a. technical words (ex., sine, arc, linear)
   b. general words with special math meanings (ex., prime, natural, square)
   c. process words (times, subtract, column)
   d. general words in directions or in word problems of a nontechnical nature

Literature

1. Follow printed text and listen to taped/recorded stories.

2. Have a "Reader's Theatre" group of students read parts to the whole class.

3. Pair good or average readers with poor readers.

4. Let teacher do oral reading.

5. Use student or simplified versions, films, or filmstrips with novels or classics to help poor readers comprehend material.

6. Obtain "Talking Books for the Blind" available for certain textbooks and classics.

7. Get parents, siblings to read to students.

8. Obtain tutors outside of school.

9. Use continuous review of sequenced materials for students having trouble following the story line.

Difficulty Doing Reports

1. Let some students do oral reports; could be done on an individual basis.

2. Report made to small group using a student rating checklist.

3. Let students work in groups to discuss topics. Let students then choose a reporter to feedback to the large group.

4. Have the student tape an oral report. A brief written outline may also be required.

5. Accept written reports in a modified form, for example using illustrations along with written work or a series of illustrations with captions which can be substituted for a written report.

6. Have student prepare a report for younger children and present it to them. This keeps the reading level low and removes the threat of reporting to a peer group.

Adapting the Textbook

1. Put the text on tape or obtain special recordings done for the blind or learning disabled.

2. Highlight a special text by:

   a. using a translucent highlighting felt tip pen or
   b. using a pen or colored into to underline or
   c. deleting non-essentials with a dark felt tip pen

3. Allow cut-and-paste revision of textbook (this will require two expendable copies of the text). Rearrange material sequentially, under major headings, without distracting illustration, or in small segments of information. Copies can be xeroxed for several student to use.

4. Use graphic aids such as charts or graphs, maps or illustrations, models or other hands-on materials.

5. Use advance organization techniques:

   a. outlines (on board or handout)
   b. diagrammed overviews
   c. study guides
   d. study questions given out before lesson
   e. directed previewing of material by teacher

6. Reduce the complexity and length of the work units required of the learner.

7. Use systematic feedback--self-checking answer keys at frequent intervals are an example.

Suggestions for Rewriting Materials for Poor Readers

1. Keep sentences short - five or six words is best; use simple sentences started with the subject.

2. Use basic words of few syllables.

3. Use present tense and concrete picturable terms.

4. Parenthetical expressions are lost on poor readers, avoid them.

5. Keep concepts simple.

6. Eliminate unnecessary words and use unfamiliar (or new) words sparingly, including lots of clues to meaning.

7. Underline proper names.

8. Turn written numbers into numerals ("10" instead of "ten").

9. Use words that follow the phonetic rules as closely as possible.

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Western NAVESNP Report. "Tips on Academic Testing." (pamphlet) Phoenix: University of Arizona Publication, p. 3.

V. WRITING SKILLS

Writing: General Problems

1. Offer story starters to promote creative writing.
2. Make handwriting practice guides available.
3. Allow students to practice writing on the chalkboard. Students never outgrow their enjoyment of this.
4. Accept homework papers typed by the student or dictated and recorded by someone else if necessary.
5. Avoid returning handwritten work to be copied over; improvement often is not evident and student's frustration is multiplied.
6. Use worksheets (and tests) low in writing.
7. Use specially lined paper to help space numbers and letters.
8. Omit assignments which require copying in a timed situation.
9. Teach techniques of "visualizing" when spelling is a problem.
10. Use language-experience technique for writing.

Problems Expressing Self in Writing

1. Accept a collage, cartoon or other artwork.
2. Draw a map or make an exhibit.
3. Create a photographic essay.
4. Let student participate in a panel discussion, a mock debate, a film/movie review.
5. Provide a "sample" of what the finished paper should look like (this helps the student organize, too).
6. Teach student to outline ideas before writing.
7. Provide practice with open-ended stories.
8. Display product if it approximates the norm.
9. Have student write a list of words for a given topic, then have student write a sentence for each word.

10. Show students a picture. Ask them what they think is happening and what will happen. Then tell them to write eight sentences about the picture.

11. Have student make a "writing handbook" with words often used. Student can use this to write paragraphs without having to worry about spelling.

12. Give students a topic and have them brainstorm as a group about ideas. Write topic vocabulary on the board, then have students write a paragraph about the topic.

13. Choose a comic strip and blank out the conversation bubbles. Have students fill in their own words.

14. Have student write to a "pen pal" from another class, city, state, or country.

15. Have student correctly label a drawing or picture (ex., a detailed picture of a tractor).

Problems in Forming Letters Correctly

1. Have student copy sentences from the board using correct lettering.

2. Have student write a friendly letter legibly.

3. Have student trace letters and the write the words from memory.

4. Have student form letters with clay, trace them in sand, or paint them.

Problems in Spelling

1. Give student a title (ex. Happy Easter) and have him/her see how many words can be formed.

2. Give student vocabulary words scrambled so that he/she can unscramble them.

3. List the student's vocabulary words with letters missing. Have students fill in the blanks.

4. Have students trace corrected spelling words, then have them rewrite the words correctly.

5. Have student label pictures in a drawing.

6. Have students make a picture dictionary.

Problems In Writing a Coherent Story

1. Cut out 5-8 pictures that tell a story. Have the student sequence pictures and then write a sentence for each picture.

2. Have student sequence sentences about a given topic.

3. Have student underline the main or topic sentences and/or detail sentences of paragraphs.

4. Give students a topic and have them brainstorm for ideas about the topic. Write topic vocabulary on the board, then have students write a paragraph about the topic.

5. Choose a newspaper comic strip that has several people in it. Have students write sentences describing appearance of each person. Have student write another set of sentences describing how they think each person feels.

Problems In Writing Paragraphs

1. Have student write a list of words for a given topic. Have student write sentences with each word.

2. Give an open-ended sentence and have student write a paragraph. i.e. If I were a pumpkin...

3. Give six questions on the board to be answered by the student which describe themselves, a friend, or a family member. i.e. What is your name? How old are you?

4. Show students a picture. Ask them what they think is happening and what will happen. Tell them to write eight sentences about the picture.

5. Make a writing handbook with words often used. Student can use this to write paragraphs without having to worry about spelling.

Problems With Note Taking

1. Teach student to link main ideas with supporting details (in textbook or lecture).

2. Teach outlining using skeletal outlines and lecture.

3. Teach student how to highlight main ideas in written passages and paraphrasing of information.

4. Teach student how to review notes once taken; how to expand notes; and how to summarize notes.

5. Teach student how to use notes as a study aid.

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Problems with Written Tests or Assignments

1. On written work lightly correct errors in pencil or erase the incorrect answer and allow the student to correct.

2. Put a grade on written work only when handed in the second time.

3. Grade all corrected parts with half-credits on some returned work.

4. Grade written work as quickly as possible, preferably with the student present.

5. Have separate tests for each student with their names written on the test as a standard technique so that you can adjust the test of more or less capable students. [Pritchard, 1983]

6. Type test and make sure that there is plenty of "white" space around questions so that they stand out.

7. On tests, make sure that directions are repeated each time there is a new page or a new section of the test.

8. Reinforce student's recording of assignments and due dates.

9. Underline the important verbs in directions.

10. Give several smaller tests instead of one long one at term's end.

11. Review before the test. Give a specific outline of concepts and terms to be tested.

12. Give the test (or have it given) orally to students with low reading levels. Make sure that <u>all</u> students understand exactly what the test questions are asking.

13. Allow students extended time for written portions of the test.

14. Use multiple choice or matching in place of essay but keep choices short so that reading problems don't hinder the student.

15. Don't introduce new material on the day of the exam.

16. Make first questions on tests easier so that the student is not quickly discouraged.

17. Type tests, if possible. Space between questions so that the answers required are obvious.

18. Provide lined paper for essay questions.

19. Give open text or notebook exams sometimes. This activity may approximate the real life ability to locate information in a manual.

(Western NAVESNP Report, p. 3)

20. Eliminate T-F tests. Reading comprehension may prohibit functioning.

21. If student continuously freezes on tests, find more informal ways to assess student knowledge.

22. Reduce the amount of trivia on the test.

23. Teach and test what your course objective say you will teach and test.

24. Avoid "pop" quizzes. Warn students before quizzing. Quizes are really indications of how you are getting the material across to students.

25. Use a pictorial test for a change.

26. Tape test and have a student use a headset in the classroom or just the tape recorder in another room. Responses can either be written or given orally with enough time allowed on the tape.

27. When working on outlining, have the student outline the two or three paragraphs which are most difficult for him.

28. Shorten list of spelling words.

29. Use grammar in games for additional practice.

30. Allow extra practice for spelling and grammar rules.

31. Try making contracts for getting written assignments completed.

32. Mark student's correct and acceptable work, not his mistakes.

33. Make sure that homework assignments reach home with clear, concise directions.

34. Provide extra test time or assignment time.

35. Avoid placing student under pressure imposed by time or competition.

36. Quietly repeat directions to him after giving to whole class; then have him repeat and explain directions to you.

37. Let him dictate themes or answers to questions on a cassette tape.

38. Accompany oral directions with directions for child to refer to (on blackboard or paper).

39. Tape the test ahead of time so it is available to students to use in a resource room.

40. Give take-home tests; establish ground rules and guidelines with parents; this method allows the student more time.

41. Allow student to retake test until passed; emphasize mastery.

42. Grade on a pass/fail basis.

43. For long term assignments (like projects or term papers) give specific due dates for parts.

44. Teach test-taking skills:

    a. pacing of time - do easy first and go back to more difficult
    b. "guesstimating" - to reduce amount of choices
    c. specifically teach the question words: who, what, when, where, which, why, and how
    d. teach to use evidence to draw conclusions

Problems Writing Legibly

1. Allow typing.

2. Use tape recorder.

3. Allow more time or take home assignments.

4. For classwork, use formats low on writing: multiple choice, fill-in, programmed materials.

5. Teach writing directly (minicourses on grapho-analysis or calligraphy may be motivating for student).

6. Use graph paper for spacing.

7. Have student paired with a "pen pal" when writing.

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Western NAVESNP Report. "Tips on Academic Testing." (pamphlet) Phoenix: University of Arizona Publication, p. 3.

VI. ORGANIZATIONAL SKILLS

A. Completing Tasks on Time

1. Have student sit near teacher, front, board.
2. Use timer when having classwork.
3. Give one assignment at a time in an individual folder (younger child) or three-ring notebook (older child).
4. Use student contracts.
5. Help student organize desk and supplies.
6. Use token chains.
7. Modify work by breaking up into small step by step tasks.
8. Use "in" and "out" folders.
9. Have races with peers on classwork.
10. Give shorter amount of time to complete tasks.
11. Give rewards for small amcunts of work.

B. Following Directions

1. Repeat directions.
2. Give one direction at a time.
3. Put one direction at a time on board.
4. Circle directional words.
5. Assign peer tutor to check if student is following directions.
6. Frequently check on student.
7. Give rewards for following directions.
8. Play "following directions" games.
9. Have student repeat directions.
10. Use visual and auditory cues when giving instructions.
11. Explain vocabulary.
12. Clear student's desk of distracting objects.

C. Getting Started

1. Be sure that student's desk is cleared and that all needed materials are readily available to him/her.

2. Give directions step by step, making sure student understands each step before giving the next.

3. Give a reinforcer to anyone who starts right away.

4. Pair quick starters and slow pokers.

5. Do an example after giving directions.

6. Cut down on assignments and number of directions.

7. Have student sit near teacher, and the board.

8. Check to see if student has had enough sleep, a nutritious breakfast; or that medication is taken (if required).

D. Keeping Track of Materials, Assignments

1. Label all materials and assignments.

2. Have student keep all work in a three-ring notebook (no separate folders).

3. Set-up a sheet for home and daily work with parent and teacher signing daily.

4. Use student contract.

5. Use positive reinforcement.

6. Work with the student's parents to help them reinforce students organizational skills.

7. Make student responsible for writing his/her own daily assignments.

8. Give reward for bringing book and assignment to class.

9. Check assignment promptly, have student use tote bag for carrying his/her materials.

10. Provide a system to have student pay for supplies that are needed.

Completing Class Assignments

11. Provide adequate time for completion.

12. Consider individual abilities.

13. Advise the students of exactly when assignments are due.

14. Assist the students with pacing themselves.

15. Provide frequent feedback.

16. Set mini-deadlines throughout the day.

17. Develop a monitoring process.

18. Schedule a short free-time period before work is due (this allows for catch-up if needed.

19. Establish a consequence for: (1) unfinished work turned in, (2) incomplete work not turned in.

20. Establish a reward for: (1) on-time work, (2) completed work.

Completing Homework Assignments

21. Consider individual ability levels.

22. Provide reinforcement for: (1) on-time work, (2) completed work.

23. Establish a consequence for: (1) late work, (2) incomplete work.

24. Advise parents of the reinforcements and the consequences to be employed.

Completing Long-Range Assignments

25. Provide ample time for completion.

26. Discuss project components.

27. Provide special instruction as needed.

28. Develop a monitoring process.

29. Set mini-deadlines for completion of the project components.

30. Provide reinforcement for projects completed on time.

31. Establish consequences for: (1) late projects, (2) incomplete projects.

E. Sequencing

1. Check to see student understands verbal directions. Have him/her repeat orally, checking sequence.

2. Keep the number of directions in a sequence at a manageable number.

3. Provide visual cues to verbal messages or directions.

F. Materials and Equipment

Cluttered Workspace

1. Develop suggestions for keeping the workspace organized.

2. Establish criteria for neatness.

3. Develop a monitoring process.

4. Schedule time for cleaning and organizing the workspace.

5. Provide positive reinforcement as appropriate.

Lack of Supplies*

6. Establish consequences for consistent lack of supplies.

7. Develop a method to provide needed supplies.

G. Building Study Skills

Develop the SQ3R Method of Study

1. Survey the material:
   (Read the title, the first paragraph, the subheadings, and the last paragraph.

2. Develop questions:
   (a) Change the title into a question.
   (b) Change the subheadings into questions.

3. Read the material:
   Find the answers to the questions.

4. Recite both the questions and the answers.

5. Review the material:
   Recite the questions and the answers each day.

(Mangum, 1983)

* Note: Some students may lack the necessary funds to purchase supplies. School supplies could be used as reinforcers for these students. Other methods for providing these students with school supplies should also be investigated.

Develop the SQRQCQ Method of Study for Math Word Problems

6. Survey the whole problem:
   Decide what needs to be done.

7. Change the problem into a question.

8. Read to find the needed facts.

9. Determine the process needed to answer the problem questions.

10. Perform computation to solve the problem.

11. Question the answer.
    (a) Check the computation.

(Mangum, 1983)

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VII. LISTENING/SPEAKING SKILLS

A. Learning by Listening

1. Use plenty of visuals.
2. Have student sit by the teacher and board.
3. Use concrete examples when possible.
4. Have the student's hearing checked.
5. Maintain eye contact with student.
6. Tape/record lessons.
7. Call out student's name during instructions to assure his/her attention.
8. Stop periodically during work periods to see if student knows the place.
9. Do away with clutter in the room and at student's desk.
10. Touch student while speaking if appropriate.
11. Use brainstorming approach with visuals and allow student to write about them.
12. Use directional terms with class that will clue student that he/she is to listen.
13. Shorten sentences when speaking to student.
14. Face the student when speaking.
15. Provide seating away from auditory distractions.
16. Have the student use headphones to block out distraction.
17. Provide written directions and cues along with oral lesson.
18. Provide a buddy to check with the student to be sure directions are understood.
19. Work through an example of what you want the student to do.
20. Use an overhead projector to outline points you are making in classroom presentations.
21. Abbreviate verbal instructions, speak clearly, avoid long-winded verbalizations whenever possible.

22. Use simulation exercise to teach.

23. Use hands-on learning experiences.

24. Be relaxed and unhurried.

25. Vary vocal and facial expression

26. Make eye contact with students while talking to or listening to them.

27. Model good listening by not interrupting when students are responding.

28. Tell the students what the presentation is about.

29. Discuss difficult and/or unknown words.

30. Explain the concepts.

31. Establish a purpose for listening.

32. Pose a few questions for students to consider as they listen.

33. Give students an outline to follow prior to the lecture.

B. Verbal Expression Skills

1. Allow student time for organization of thoughts, do not rush.

2. Provide verbal cues such as giving the first word of a sentence.

3. Encourage clarification of thoughts; "Do you mean...?' fill in the blanks; etc.

4. Decrease rate/amount of input.

5. Use alternatives to group oral assignments such as tapes.

6. Be a good language model.

7. Encourage teacher - student conversation in an understanding way using simple vocabulary.

8. Use and accept simple vocabulary in sentence structure.

9. Allow enough time at the end of the presentation for students to ask questions.

10. Be willing to have students ask questions during the presentation.

11. Stop regularly during presentation for oral responses.

12. Encourage notetaking for older students. (This skill should be taught before encouraging this practice.)

C. Problems in Paying Attention, Distractability, Short Attention Span, Overactivity

1. Play Simon Says using mixed signals such as "S.S. says pat your head" while the teacher is patting tummy.

2. Talk softly.

3. Discuss importance of listening in daily life (railroad crossings, severe weather warnings, etc.).

4. Have students list all the sounds they hear in one minute or at set intervals during the day.

5. Use many visuals and a variety of teaching techniques.

6. Give shorter instructions.

7. Wait for class to become quiet before giving directions.

8. Begin a direction which is used frequently and have student finish sentence.

9. Play "follow directions" games.

10. Use verbal praise and rewards when student is paying attention.

11. Assign the student two seats -- each in a different section of the room. This allows him to move about but controls his movement.

12. Create a helper role to channel excessive energy. Have the active student pass out papers, water plants, erase the board, take the roll, collect library books, etc...

13. Keep assignments for seatwork short. Break a long assignment into several parts.

14. Cut worksheets up into several pieces. Number the back of each piece of the worksheet. Give the student piece number 1. When it is finished, have him turn it in and pick up the next piece. This process allows him to be out of seat occasionally and also keeps him from being overwhelmed by the amount of work.

15. If there are too many items or problems on a page, fold the paper so that only a small amount shows at a time.

16. Use programmed texts which control the amount of work and give rapid feedback.

17. Reduce distractions around the child. Provide special work areas such as "private offices" made of cardboard cartons.

18. Use role-playing and simulation activities.

19. Use teaching aids such as games and hands-on projects instead of an overload of quiet seatwork requiring reading and writing.

20. Intersperse lecture information with activities.

21. Provide a structured classroom format so that the student knows the routine he should be following on a daily basis.

22. Keep activities short and varied. Have activities, learning centers, labs, etc. in different areas of the room to allow the child movement opportunities.

23. Allow students a variety of ways to express knowledge such as making models, posters, scrapbooks and demonstrations.

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Strategies Handbook for Classroom Teachers; North Central GLRS/Cherokee County.

VIII. PROBLEM SOLVING SKILLS

A. Comparative Relationships

1. Use actual objects when explaining relationships, so student can visualize the differences/sameness.
2. Use picture cards showing objects.
3. Give factual information and test to that information.
4. Be sure to explain relationships.
5. Demonstrate, give concrete examples.
6. Assist student with any tasks which require inferential thinking by discussion, and giving verbal clues, to elicit desired response.
7. Use manipulative materials.
8. Break down steps in a problem.
9. Play games with the class determining "different" or "same" as well as degrees of size - shape - shapes etc...
10. Go to your GLRS office and check out materials to assist in teaching "comparative relations".

B. Temporal Relationships

1. Provide student with hourglass, timer or clock to monitor work periods.
2. Organize student's work in small structured quantities with deadlines.
3. Shorten time requirements, provide periodic checks and reminders to students.
4. Utilize calendars, clocks, etc. to illustrate passage of time until work/assignments are due.
5. Use consistent, familiar schedule daily.
6. Teach "functional" use of time, i.e. we eat when the clock looks like _____, etc.
7. Use clock design or stamp on papers to indicate when assignment is due.
8. Provide opportunity for drill on days, month, etc.

C. Spatial Relationships

1. Use visual aids and cues on papers and worksheets to help organize placement of work on paper; i.e. use margins, arrows, boxes, folds, lines, etc.

2. Use direction signs in the classroom; i.e right-left; up-down; north-south; out-in, etc.

3. Use prepositions frequently with graphic demonstration of meaning.

4. Provide student with folders for work, use assignment books or lists and assist in organization of student's desk and materials.

5. Use graph paper for math work, or boxes for problems.

6. Provide color coded cues in making worksheets and assignments; i.e. use red + sign for addition or use colors to separate ones from tens, etc.

7. Label common spatial positions in classroom; i.e up, down, under, above, etc.

8. Play games using motor movements for up-down, over-under, above-below, etc.

D. Directionality

1. Use arrow cues to show left-right progression on papers, pages and on student's desk.

2. Use pointer during chalkboard lessons.

3. Line left side of papers to bring student back to left during work.

4. In games, emphasize directionality; i.e. hokey-pokey, Simon Says, etc.

5. Use a red piece of chalk or ink on board or paper on the first word or numbers on the left margin. This indicates that the student begins on the left. Explain.

6. Write on masking tape and label several desks in the room as well as the chalkboard "LEFT" RIGHT"

E. Categorizing Sameness/Difference

1. Teach opposites: day-night, boy-girl, stop-go, etc.

2. Teach verbal associations such as "fire is hot, ice is _____."

3. Help student develop the same and different concepts by asking questions such as "How are pigs and horses alike?" and "How are they different?"

4. Make sure student understands concepts of more-less, same-different, more-most, etc.

5. Ask student to name all the things he can think of that would be found in a grocery store, a school, a hospital, a sporting goods store, etc.

6. Discuss with student how lakes and rivers, water and streams, snow and rain are alike/different leading into higher levels of abstraction.

7. Tape record sounds and have student classify them.

8. Teach generalizations.

9. Ask student to name all the words he/she can think of that begin with a certain sound or end with a certain sound.

10. Have students classify various objects or things.

11. Name a series of items and have student classify the category in which each belongs.

12. Have student tell what word does not belong in a list of words, and why.

F. Cause and Effect/Drawing Conclusions/Inferences

1. Use games such as "20 questions".

2. Discuss rules for sports with student and what happens (what is the effect) when rules are broken?

3. Discuss reasons for safety rules, traffic laws and the effect when they are disobeyed.

4. Have student anticipate needs in various situations (camping, birthday party, what if it rains, etc?

5. When reading, ask questions such as where (when) does this story take place since it mentions sidewalks, skyscrapers, and many cars?

REFERENCES
PROBLEM SOLVING SKILLS

Strategies Handbook for Classroom Teachers; North Central GLRS/Cherokee County.

IX. SPEECH LANGUAGE SUGGESTIONS

A. Articulation

1. Provide good speech models
2. Reinforce correct sound production, "Good S sound!"
3. Use spelling words to help the child establish correct productions of target sounds and let the child practice saying them into a tape recorder.
4. Listen to the student practice his/her speech carry over sheet provided by the SLP.
5. Refer for vision and hearing screening, if not current (i.e. more than 1 yr. old) to parent.
6. Have a parent conference to discuss pertinent information regarding the student's speech problem.
7. Identify one sound that the child is mispronouncing.
8. Listen for word that the child is using in which the sound is used correctly. Praise the child for the correct production(s).
9. Use auditory discrimination exercises (ex: say to the child: "Listen, Wabbit, rabbit, are they the same? Rabbit, Rabbit, are they the same?
10. During reading activities, language, activities, etc., emphasize the sounds without calling attention to the child. For example: If the sound is "l" and you are reading a sentence - "Laura lived in a little house," over emphasize the l's.
11. Praise other good models of the sound.
12. Exaggerate the endings of words during speech and reading activities. Use auditory discrimination activities. (See 1 e).

B. Receptive and Expressive Language

1. Communicate at the child's level of understanding.
2. Provide appropriate language model.
3. Provide opportunities for the child to communicate successfully.
4. Praise correct communication skills.

5. Allow time for the student to respond. Not all children process quickly and formulate responses at the same rate.

6. Foster the desire in the student to communicate. At times it is necessary to let the child talk without many interruptions or lots of corrections. Before grammar and expressive skills can be improved the child must want to talk.

7. Encourage the student to answer in complete sentences during daily task that can provide a structured response. For example, in younger children when reviewing the calendar, require complete sentences such as "Today is Tuesday."

8. Encourage the student to use descriptive language by including modifiers.

9. Strengthen the child's vocabulary by focusing on a few words per week out of the textbooks. Make them define words by telling at least two significant attributes. (For younger children it is best to begin with concrete objects/pictures.)

10. Brainstorming helps students recall and verbalize related words.

11. Let students tell stories. Tape them and play them back later, or write them out.

12. Do not interrupt the student's speech or complete the students anticipated responses.

13. Establish eye contact and let the student know you are interested in what he/she has to say and not how he/she is saying it.

14. Have student repeat his/her utterances using "turtle talk." (slow, easy, relaxed speech.)

15. Reinforce fluent speech and relaxed behavior; (i.e., "I like the way you used turtle talk." "Your speech was easy." etc.).

16. Communicate acceptance. Making it possible for the child to feel good about himself. Use such "door openers" as" "Tell me more". "Say that again, I want to be sure I understand you." "That's interesting," "I see."

17. Shorten your question/comment.

18. Use less complex vocabulary which is age appropriate.

19. If the child does not understand the concepts/vocabulary for his age level, discuss them with him.

20. Remove any sources of distractions where possible.

21. Use pictures or objects along with your comments/questions.

22. When possible, avoid large group situations.

23. Provide a secure and consistent environment.

24. Initially, do not require the child to respond verbally.

25. Since the children learn to talk by listening, wherever possible discuss what you or the child is doing in detail.

C. Stuttering

1. Do listen to what the child is saying and be patient. Avoid evasive behaviors when talking to the stutterer. Some of these behaviors include holding the breath, discontinuing eye contact, shifting position, and clearing the throat during the dysfluency.

2. Do talk slowly to the child. Try not to be in a hurry.

3. Do reinforce the child's fluent speech.

4. Do find times when the child talks smoothly and encourage these.

5. Do not call attention to the stuttering. However, you can acknowledge its existence. Example: "That was a tough word to get out, wasn't it?"

6. Do not tell him/her to slow down, start over, or think about what he's/she's saying.

7. Do not correct the child's stuttering.

8. Do not finish the child's words or sentences for him/her.

9. Do not change the topic of conversation, or interrupt.

10. Do not ask the child to talk when he/she is emotional or upset.

11. Do not verbally label the child as a stutterer.

D. Tips for Parents

1. Look at your child when he talks and show by your expression that you are interested in what he has to say.

2. Avoid practices that will put undue pressure on your child for good speech. Do not persuade him to speak or recite before friends, visitors, or strangers.

3. Think of your child as a normal child who presently appears to have difficulty talking.

4. Encourage your child to talk in family situations when everyone is relaxed. Take turns talking and listening; avoid interruptions.

5. Be patient; give him time to say what he wishes to say and remain undisturbed by any long pauses repetitions which may occur.

6. Keep the home situation pleasant and peaceful. Discipline and controlled behavior is important in fostering smooth, fluent speech.

7. Try to establish a regular routine for the child; avoid hurried situations and discourage talking when the child is under time pressure.

8. When your child is excited and in a hurry to say something tell him to "take it easy" or "don't get so excited". Follow these instructions for calmness with something positive about his speech, such as: "I have time and want to hear what you have to say".

9. Look for pressures or tension at home and at school when your child shows excessive repetitions and blocks in his speech. If certain situations or activities seem to trigger worse speech inform the speech-language pathologist of your observations. Specific suggestions may be needed to deal with the situations.

10. If your child mentions frustration in his inability to talk fluently, reassure him that everyone finds it difficult to talk at times. Perhaps a reminder to use his new way of talking (as learned in management sessions) would be appropriate and helpful in getting over the difficult moments.

11. Be frank with your child. If he is called a stutterer or is teased and becomes embarrassed by his speech difference, it is wise to tell him that he does hesitate and repeat somewhat, but if he uses what he is learning in speech treatment it will be easier to talk.

12. Follow the speech assignments given by the speech-language pathologist and assist in the child's daily practice of fluency strategies (as learned in treatment sessions). [Pindzola]

E. Models of Fluency for Parents

BE A GOOD SPEECH MODEL for your child to imitate. The speech-language pathologist with which you are working may request that you speak to your child in one or more of the following ways.

1. Use short sentences.

2. Use vocabulary appropriate for the child's age; do not pressure your child to be more advanced in language usage than other children of the same age.

3. Speak slowly. An unhurried rate of talking is a good model for fluency.

4. Stretching out the first syllable or first word of the utterance in a prolonged fashion also may be necessary to help your child learn a more fluent way of talking.

5. Blend your words together smoothly; speech should not sound choppy. Keeping the voice and air flowing between words in a sentence is a good fluency model.

6. It may be necessary to say the first word of a utterance in a breathy manner. Exhale some air slowly through the mouth then begin saying the word. The air and the word should blend together without stopping in between. Be sure the speech-language pathologist demonstrates this air flow technique to avoid some common mistakes.

7. Speak in a soft manner. A voice that is not loud has less muscular effort driving it and is therefore less likely to tense or block (and result in stuttering).

8. Others appropriate for your child (as suggested by your speech-language pathologist).

In summary, a concise motto for parents to remember in modeling good speech is simply to talk "SOFT, SMOOTH, and SLOW". [Pindzola]

F. Voice Tips for Parents and Teachers

1. Praise the child for the appropriate use of his voice. "I like the way you use your inside voice."

2. Help the therapist collect data on vocal abuse behavior to determine how and how often the child misuses his voice.

3. Note times child abuses his voice - screaming, animal/motor noises, etc. Keep a chart of abuses. Have parents do the same.

4. Observe during singing and other activities for alterations or variations in pitch levels. Keep a record.

5. Get a medical report.

G. As the teacher you can help a student's speech problem by

1. React to what he says and not to how it is said!!!

2. Encourage him to relax when speaking, but do not make remarks for the whole class to hear.

3. Never ask him to talk louder, slower, softer, etc.

4. Do not encourage prolonged verbalizations.

5. If he has a cold and sore throat or cough, discourage all talking during your class.

6. Report any change or unusual symptoms of his voice to the speech therapist. A voice problem can be a case of simple vocal abuse, but it can also be an indication of a more serious condition and must be handled with care.

H. Rules For Voice Hygiene and Protection

1. Avoid shouting, screaming, cheering, and excessive laughing.

2. Cough, clear your throat, or sneeze only when you must, and then do it gently and easily.

3. Do not make strange noises with your voice, like using reverse phonation, abrupt glottal attack, or strained vocalizations while imitating machine guns, motors, and airplanes.

4. Avoid talking in noisy places-around machinery, lawn mower, farm equipment, when listening to loud music, or while riding autos at high speed, in snowmobiles, dune buggies, motorcycles, motorbikes, and motorboats.

5. Talk when you wish but not too much.

6. Talk with adequate loudness, at the best vocal pitch for you, and with a good rate.

7. Talk easily. Do not strain the muscles of the throat, neck and shoulders as you talk.

8. Do not sing, act in plays, or give speeches or oral reports until your physician and speech pathologist approve.

9. Keep in good health. Exercise regularly, but not too vigorously. Do not smoke. Stay away from dusty places. See your physician regularly for general checkups.

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SPEECH/LANGUAGE

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Pindzola, Rebekah H. "Stuttering: Some Questions and Some Answers. (pamphlet) Auburn University, Department of Communication Disorders, Speech and Hearing Clinic.

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X. ADDITIONAL ASSISTANCE

Adaptive Textbooks

1. The simplest adaptation of a text is to tape it.

2. Highlighting the main ideas and keep concepts for the student is a helpful adaptation.
   (a) Use a translucent highlighting felt tip pen, or
   (b) Underline or
   (c) Delete non-essentials with a dark felt tip pen.

3. Cut-and-paste revision can be valid technique. Only the main ideas or specific content are cut from the text and pasted on separate sheets of paper. Advantages are:
   (a) Material can be arranged sequentially.
   (b) Additional headings can be inserted to aid organization and retention of ideas.
   (c) Small segments can be presented singly to allow for closure.
   (d) Distracting illustration, colors, and other non-essential information can be removed.
   (e) The material can be used without the time-consuming process of rewriting.
   (f) Once an adapted version of a text is completed, it can be photocopied for 2 or 3 students to use.

4. Transforming printed words into graphic aids is accomplished by creating
   - charts or graphs
   - maps or illustrations
   - mock-ups or models
   - real materials

5. Materials can be reorganized to facilitate learning. Bits of information can be grouped by a common category or relationship to help students remember. Ideas, tasks and directions should be logically sequenced to aid memory. The former technique is called chunking and the latter is called chaining.

6. Advance organizers prepare the student for the material he is about to read. These strategies include:
   - outlines
   - diagrammatic overviews
   - study guides
   - questions to be answered in the reading
   - directed previewing: attention directed to headings, illustrations, etc.

7. Closure is established by reducing the complexity and length of the work units required of the learner. When the student sees how the unit fits into the ideational framework, and the task appears accomplishable, he is more apt to attempt it.

(Denton, 1978)

PERSONAL REINFORCEMENT SAMPLE QUESTIONS

Since almost all strategies presented in this manual depend upon reinforcement to change undesirable behavior, the following sample questions are presented as a means of determing what reinforcers best reward individual students. Many other questions not included in the list could be asked, but these should provide a basis for developing one's own questionnaire.

1. My favorite grown-up (adult) is
2. What do you like to do with him/her?
3. The best reward anybody can give me is
4. My favorite school subject is
5. If I had ten dollars I'd
6. When I grow up I want to be
7. Two things I like to do best are
8. I feel terrific when
9. When I have money I like to
10. The thing I do that bothers my teacher the most is
11. If I did better at school I wish my teacher would
12. I hate for my teacher to
13. The thing I like to do best with my teacher is
14. My favorite game in school is
15. My favorite time today in school was
16. Two people in the room I like to play a game with are
17. I do my school work best when

REFERENCES
ADDITIONAL ASSISTANCE

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HIGH SCHOOL SUGGESTIONS CHARTS

Shaping and Contracts

B. HIGH SCHOOL SUGGESTIONS CHART

Behaviors Exhibited in Classroom	Student Comments To Resource Person	Possible Causes of Behavior	Strategies For Change
o Tries to drop class o Cuts o Doesn't participate o Derogatory comments	"Bad time of day"	o Failure experiences of other students are transferred to special education student	o Meeting with teacher & special education student prior to class or after school on first day
A.M. o Frequency of first period absences o Chronic first period tardy		o Tired early A.M. or afternoon o Arrives to school late	o Refer to resource person to have student reassigned to mid-morning academic classes o Request resource person to arrange study class period one or six o Contract; tie credit into being on time o Contact parents
P.M. o Frequent absences o Chronic Tardies		o Hasn't been required to attend special education academic classes in afternoon o Peer pressure to stay out of class	
o Talking back o Ignoring teacher's instructions o "Invents" reasons to leave class	"Required classes are too disciplined" "Too many hassles"	o Regular class experiences have been more demanding than special class	o Vary assignments o Arrange class differently o Do group assignments, out of class
o Staring into space o Not turning in assignments o Not prepared	"Too many notes required"	o No experience taking notes o Writing skills not adequate o Listening skills not adequate o No pencil or paper	o Teach class or special student how to take notes o Give extra credit for notes o Allow student to copy someone else's notes o Make teacher's copy available in class
o Assignments late or missing o Many excuses o Begins to find fault with class or teacher o Shows high degree of anxiety o Doesn't smile or mix with others	"Not enough time to complete project"	o Often behind in all assignments - "snowball effect" o Doesn't understand assignments o Doesn't know where to start	o Do periodic check o Require parts of large projects to be turned in prior to final due date of entire project o Allow class time o Get information to resource teacher for use in special class o Allow more time o Have a time table

Taken from: The Secondary Inservice
CASE-Council of Administrators
of Special Education Inc.
A division of CEC
Prepared by: Janice M. Brown
Indiana University and
The Fullerton California System

Behaviors Exhibited in Classroom	Student Comments To Resource Person	Possible Causes of Behavior	Strategies For Change
o Procrastination o Assignments late, not finished	"The work is too hard; I don't understand it"	o Fear of failure o No training in knowing where to start o Outside activities interfere o Student doesn't manage time well	o Take students through projects step-by-step o Require parts of an assignment to be turned in prior to the date the entire assignment is due. (This also ensures closer monitoring of student progress; students having problems may be more easily spotted)
o Talking o Causing distractions o Homework not done	"This is not going to help me in my life"	o Unfamiliar material-irrelevant to student's lifestyle o Little or no connection to other concepts	o Alert student to application of concept to his lifestyle o Make assignments relative to student interests or current needs o Use games as reinforcers o Show interrelationships of disciplines
o Student exhibits no behavior problems but assignments are missing o Absence on day of test	"Class is o.k., no problems"	o Extended excused absence o Does not understand assignment o Difficulty with reading or writing o Hasn't been taught to work alone	o Schedule time to talk with each student about assignments in or missing o Post list on board identifying assignments and due date o Assign peer tutor o Ask for resource room support o Have all students keep checklist of assignments o Repeat directions for assignments
o Daydreams o Restless o Causes distractions o Talks o Destructive to materials o Frequent absences	"Class is boring"	o Doesn't understand material o Absent too much, loses material continuity o Can't see relevancy of subject o Work is too hard for him o Some activities/assignments in class may be threatening	o Listen to student's comments o Find out what he does know (lets you know when he stopped tuning in) o Student must be made aware that he is responsible for his own learning o Ask student to tell you when he is bored or when work is too hard o Give alternate assignment to fit student's interests

Behaviors Exhibited in Classroom	Student Comments To Resource Person	Possible Causes of Behavior	Strategies For Change
o Student never asks questions o Refuses or is reluctant to participate in activities o Student returns after long absences, asks no questions or appears bewildered o Avoids teacher o If asked, says he needs no help	"Teacher never helps me"	o Fear of appearing "stupid" or "slow" o Fears teacher won't listen or understand problem	TO THE TEACHER: o Ask student to show you what he's done in current assignment o Always encourage o Help student get started o Assign peer tutor help o Show interest o If inconvenient at present, set specific time to confer with student o Allow in-class time for students to work while you monitor progress or have individual student conferences TO THE RESOURCE PERSON: o Schedule conference with student and teacher and resource person o Student needs more personal contact with teacher TO THE STUDENT: o Attend class (can't begin to understand or pass class if you're not there) o Talk to teacher, see him before class, after class, at break, before school, after school, noon, make appointment for a special time o Make arrangements to see teacher during his conference o Ask questions in class, after class, of other students o Ask for opportunity to work with a friend in class o Attempt to take notes
o Absence on any test o Doesn't allow time for study		o Fear of failure o Doesn't have time for study o Doesn't know how to study for test	o Arrange for in-class study with just one or two others instead of larger group o Allow independent study o Encourage group interaction, but direct his group more than others o Spend time with each group helping organize

Behaviors Exhibited in Classroom	Student Comments To Resource Person	Possible Causes of Behavior	Strategies For Change
o "Kicking back", leaning back in chair, obviously not paying attention	"Class is dumb" "Class is boring"	o Cannot follow line of reasoning o Bored with level of information (incomprehensible oral or written material)	o Positive involvement o Ask for a response which cannot be wrong, but can be applied to given subject o Make the act a "normal routine" and take attention away from student o Give "positive care" routine o Lecture from spot where student is "kicking back"
o Daydreaming	"I want out of that class"	o Academic problem o Emotional problem o Physical problem o Not interested in subject-lesson o Sees no relevance to his life	o Approach student after class and indicate "caring" o Attempt to involve student in class activity o Increase personal attention to student
o Not bringing materials to class	"I don't want to carry those things around all day" "Somebody always steals my stuff"	o No locker o Shares locker o Things stolen o Forgot o Left at home	o Storage area for student's materials o Scratch paper with writing on one side to encourage bringing own clean paper o Reward (grade) for bringing materials o Do not allow to go to locker or allow only after completing given task o Express displeasure without blowing it out of proportion o Compliment student for bringing materials when he remembers
o Showing off; the "class clown"	"What am I doing wrong?" "I didn't do anything"	o Avoidance o Payoff from peers is more than from teacher o May be excited about activities outside of class	o Ignore o Allow student's verbal expression o Express that behavior is unacceptable and must cease o Isolate student o Send on errand o Give student compliment for acceptable form of behavior o Saturation method (make repeat behavior) o Give student opportunity to obtain attention constructively

Behaviors Exhibited in Classroom	Student Comments To Resource Person	Possible Causes of Behavior	Strategies For Change
o Student consistently fails tests in spite of his apparent attention and motivation; won't ask questions or communicate to teacher that he is having trouble	"I don't know how to do any of the work"	o Material presentation is unclear and not meaningful to student o Wants to appear "regular" o Fears asking questions might reveal his weaknesses	o Design various ways of obtaining more frequent feedback from student o Design assignment/project to reveal relevancy to student of content o Limit lectures and increase student participation
o Student shows weakness in written language (spelling, sentence structure)	"The teacher thinks this is an English class"	o Hasn't been taught writing skills	o Grade on content only o Lessen amount of written work required: o fewer written assignments o require less in quantity o go to short answer type of question o Enroll student in special class to develop writing skills
o Student won't participate in group activities; appears withdrawn	"It's a dumb class"	o Feels uncomfortable with peers o Doesn't think he is equal to peers in knowledge or skills	o Assign peer tutor before doing group work o Allow student to choose peer or peers with whom he'd like to work o Allow individual completion of assigned work
o Acting out in classroom (hitting others, yelling out, hitting furnishings in room) o Erratic attendance	"This class is dumb" or refuses to acknowledge problems and replies "I'm doing o.k."	o Not enough personal attention in class o Unable to do work	o Schedule private conference with student to determine cause of behavior and student's interests o Assign short term task or room responsibility to student on entry to class each day o Contract with student regarding his behavior

SHAPING IN SCHOOL

A student who is having trouble with arithmetic becomes a problem. Suppose that the teacher had decided that she would increase the number of problems completed each day by a progression of one. On the first day the student was given and completed one problem and was reinforced. On the second, but he failed to complete it. Reinforcement was not delivered. By the third day the student failed even to complete the first problem for that day. WHAT WENT WRONG? Quite possibly the teacher has set the requirements too high. A more successful sequence might be (1) Completing one problem each day for five days. (2) then completing one problem and starting a second each day for five days (3) then completing two problems for each of five days and so on.

In shaping you build the desired behavior gradually by praising or rewarding each attempted step toward that objective.

TRY CONTRACTS

Often a student-teacher conference can iron out problems when each agree to the terms of a contract. The student is promised so much free time-or some such reward if a certain behavior is shown for stated period of time.

SAMPLE OF A CONTRACT:

EXTRA*EXTRA READ ALL ABOUT IT!

_____ has agreed to

_____

_____.

Then _____ can _____

_____.

_____
Writer's Signature

_____
Date

_____
Editor's Signature

MATERIALS

Dear Parents,

Today _____

did a fantastic job of _____

_____.

You should be very proud of how well _____

is doing.

_____
Teacher

Daily Report Card

_____ had a fantastic day when it came to:

- ☐ Reading
- ☐ Arithmetic
- ☐ Handwriting
- ☐ Science
- ☐ English
- ☐ _____
- ☐ _____

- ☐ Cooperating
- ☐ Working hard
- ☐ Being helpful
- ☐ Getting along with others
- ☐ Finishing work
- ☐ _____

Date _____

_____
Teacher

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Hard Work Award

_____ has worked very hard today.

This award is given because of _____

hard work and effort.

_____
Teacher

Neatness Award

This award is given to

_____

for outstanding neatness.

_____
Teacher

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Positive Interactions

Negative Interactions

Arguing An Individual Argues with Classmates

Positive Comments

Negative Comments

"The Poor Self-Concept"

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